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Mother Tongue Usage and Attitudes Towards Preservation Within Korean families in Canada.

University — Université

University of Alberta, Edmonton

Degree for which thesis was presented — Grade pour lequel cette thèse fut présentée

M.Ed.

Year this degree conferred — Année d'obtention de ce grade ~~1983~~ 1984	Name of Supervisor — Nom du directeur de thèse Dr. J. Blakey and Dr. J. Patrie (Co-Supervisors)

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MOTHER TONGUE USAGE AND ATTITUDES TOWARDS PRESERVATION WITHIN KOREAN FAMILIES IN CANADA

by

BISHARA THENEYAN SEIF

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A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE
OF MASTER OF EDUCATION

DEPARTMENT OF ELEMENTARY EDUCATION

EDMONTON, ALBERTA

SPRING, 1984

THE UNIVERSITY OF ALBERTA

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TITLE OF THESIS	MOTHER TONGUE USAGE AND ATTITUDES TOWARDS PRESERVATION WITHIN KOREAN FAMILIES IN CANADA
DEGREE FOR WHICH THESIS WAS PRESENTED	M. Ed.
YEAR THIS DEGREE GRANTED	1984

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Date June 2 1983

To my husband Seif and my three sons
(Ahmed, Theneyan, and Mohamed)
for their patience, understanding,
support, and encouragement.

ABSTRACT

This study examined minority-language use of Korean families in Alberta. Cummins (1980 b) has postulated that the use of the mother tongue in the home of minority-language children is not detrimental to the acquisition of English in the school. He further recommends that teachers should not encourage parents to use English, their second language, at home with the children as the specific language used at home matters very little compared to the nature of the interaction that children experience with adults.

This study was designed to explore the types of language used and the attitudes towards the use of the mother tongue by Korean children and their parents at home. Survey instruments were used in data collection. Personal interviews were used with the children and questionnaires with the parents. The findings of the study were descriptively presented and aided visually with graphs.

Twenty-two Korean children from two Edmonton Public schools and their families took part in the study; in all twenty family units were involved. The data included interview responses from twenty-two children and questionnaire responses from eleven family units. An examination of interview and questionnaire responses were compared and some similarities and differences were noted.

The study indicated that both children and parents used primarily Korean at home, whereas the children preferred using only English in the school environment. While the children exhibited mixed feelings towards the use of Korean at home, the parents showed very positive attitudes towards mother tongue usage with their children. The findings of this study suggested negative implications not only for ESL (English as a Second Language) philosophy but for multiculturalism policy as well.

ACKNOWLEDGEMENTS

I would like to extend my sincere thanks to

- Dr. Janis Blakey, my academic and thesis supervisor, for her support and encouragement during my stay at the University of Alberta;
- Dr. James Patrie, my advisor, for his continual support;
- Dr. W.H.O. Schmidt and Dr. Douglas V. Parker, committee members;
- Dr. Bill Fagan for his help in the questionnaire construction;
- the Korean children and their parents who participated in the study;
- Mrs. Youn-Jin Song and Mr. Im-Deuk Kim for translating and writing the questionnaire in Korean;
- Miss Soekee Cho, Mr. Il-Je Sung, and other university Korean students for their help in translating the questionnaire into English;
- the principals of the two schools in Millwoods for their cooperation with the researcher;
- my friends Kathleen Berry and Marziya Yasmin for reading and discussing the thesis draft with me;
- and special thanks to my parents, Afifa and Theneyan for their continual support and encouragement during my academic career.

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CHAPTER 1

THE PROBLEM

It is only recently that some aspects of bilingual education for minority-language children have come into question on both academic and affective grounds. In 1969, the Association of the English-Speaking Catholic Principals in Montreal maintained that a child should not be burdened with the learning of a second language since it would lead to insecurity, language interference, and academic retardation (Lambert and Tucker, 1972). While some Canadian educators today accept French-English bilingualism as a desirable educational goal for majority-language children, they argue that minority languages bilingualism might lead to social fragmentation and poor academic achievement among minority children. In presenting the Draft Report of the Work Group on Multiculturalism in the Toronto Board of Education, Masemman (1978-79) contends that:

> Language maintenance or development programs in the schools other than English or French, will retard the English language development of ethnic minority children, and they will impede English language development of the ethnic minority community themselves (p.39).

The Ontario Heritage Language Program, which was recently terminated (Patrie, 1982), was established with the intention of promoting the minority children's first language in the school setting. The program was seen by teachers as interfering with their efforts to teach English. Further, there is a tendency for teachers to encourage parents to use as much English as possible in the home because they feel that the weaning away of children from their mother tongue will facilitate the learning of English (Cummins, 1980 a).

Research evidence on bilingualism, however, refutes the claims that mother tongue teaching in the school and mother tongue usage in the home will retard second language acquisition in the school. Skutnabb-Kangas (1979) ascertains that worldwide reports on minority-language children instructed in their second language with their mother tongue studied either as a subject, often a low status subject, or not used at all in the school results in poor school achievement. He points out that such children:

> have had very poor opportunities for developing their mother tongue into an instrument capable of serving all functions which a basic language should serve in a modern society. Often there is a demonstrated correlation between high competence in a foreign language and high competence in the mother tongue. And, vice versa, there is good reason to believe that children who cannot fully develop their mother tongue have great difficulties in learning a second language properly (p.15).

Skutnabb-Kangas' (1979) contention that the mother tongue development is important to the development of competence in the second language is supported by Cummins (1980 b). Cummins suggested that it is the adequate development of the first language both inside and outside the home that accounts for high competence of the second language in schools for the middle-class anglophone children in immersion programs.

PURPOSE OF THE STUDY

There is a widespread assumption that minority language children need exposure to English both at home and in school in order to be fluent in the second language and achieve academically in school (Cummins, 1980 a). Research findings (Skutnabb-Kangas, 1979; Cummins, 1980 b) have, however, refuted this assumption and some studies (Ramirez and Politzer, 1976; Leslie, 1977 in Cummins, 1978 a; Cummins and Mulcahy, 1978) have shown that the use and development of the mother tongue in the home is crucial to second language proficiency.

This study was, therefore, designed to identify the language/s that Korean parents use with their children in the home; the language/s that the children use with their parents, relatives, siblings, and Korean friends both in the school and at home; and attitudes of both children and parents towards the use of the mother tongue in the home.

RESEARCH QUESTIONS

This exploratory investigation sought to answer the following questions in an attempt to identify the feelings of Korean parents and their children towards the use of their mother tongue in the home.

1. What language/s do the Korean parents and other adult relatives use with the children at home?
2. What are the reasons for using the language/s with the children at home?
3. How do the Korean parents feel about the use of their mother tongue with the children at home?
4. What language/s do the Korean children use with their parents, siblings, relatives, and Korean friends both at home and in the school?
5. How do the Korean children feel about the use of their first language in the home and in the school?

DEFINITIONS OF TERMS

For the purpose of this study, the following definitions were used:

Minority-Language Children

The children whose mother tongue is other than that spoken by the majority members of the society.

Majority-Language Children

The children whose mother tongue is the same as the language spoken by the majority members of the society.

Korean Children and Korean Parents

Canadian children of Korean origin who were either born in Canada or who have lived in Canada for more than one year. The parents of the children who were born in Korea were referred to as Korean parents.

English as a Second Language Student

"An English as a Second Language (ESL) student is one whose first language is other than English" (Alberta Education, p.8, 1982).

English as a Second Language Program

"An English as a Second Language Program is one that is developed to meet the needs of those students who have not yet achieved functional fluency in the English language and thus may not be achieving at a level commensurate with their age and/or abilities" (Alberta Education, p.8, 1982).

THE DELIMITATIONS

1. The City of Edmonton has between 600 to 800 Korean family units (Mr. Yoo, a member of the Korean Community in Edmonton, October, 1982). This study was limited to only 20 Korean family units whose children attend two Edmonton Public Schools in Millwoods area. The results of the study might not be generalizable across the Korean families in the city.

2. Although it has been documented that a mixed language is often used in the homes of the minority children, that aspect of code switching will not be dealt with in this study. Code switching is defined by Krashen and Dulay (1982) as a shift from one language into another among the bilinguals. "It is a normal consequence of the natural contact of languages in multilingual societies" (p.119).

SIGNIFICANCE OF THE STUDY

A number of research studies (Lambert and Tucker, 1972; Swain, 1978; Cummins, 1978(a); and Skutnabb-Kangas, 1979) have shown that bilingualism per se is not the cause of low academic and linguistic achievement among children. The success of French-English, Ukrainian-English, and German-English immersion programs in Canada has demonstrated that bilingualism is not detrimental to children's linguistic and academic performance. These bilingual programs involve the majority middle-class anglophone children whose mother tongue has been developed in the home and also reinforced outside the home since the language of the environment is also English. On the other hand, total immersion of minority language children in the all English programs have resulted in a low level of both language and academic skills.

Research studies (Skutnabb-Kangas, 1979; Cummins, 1980 b) have demonstrated that a high level of bilingualism among minority children can be attained only with the conscious development of the first language either in the home or in school. These researchers argue that the academic concepts must be developed in the first language. Once the academic concepts have been developed in the first language they can easily be transferred to the second language.

Because of financial, administrative, social, pedagogic, and political factors, Canada cannot accommodate minority language programs in the schools for children of all language backgrounds. In the absence of such programs, educators could utilize the resources of the homes in developing functional bilingualism. Parents could thus be advised of their roles in developing the mother tongue in the home and encouraged to interact and develop their children's language.

This research study explored the attitudes of Korean parents and their children towards the use of their first language in the home. The results obtained from this study might affect the ESL policy regarding the use of the mother tongue in the home and the teachers' role to reinforce these desirable parental and children's attitudes. This is very important as in many cases parents who are advised to use English at home with their children might have less frequent language interaction, use broken English, or use a mixture of English and their first language. These factors, according to research findings, do not lead to adequate development of the first language skills which are important to the proficient acquisition of English or a second language.

OVERVIEW OF THE STUDY

A review of related literature appears in Chapter 2. Chapter 3 describes the research design and the questionnaire and interview procedures. The findings of the study are presented in Chapter 4 and the conclusions and recommendations are discussed in Chapter 5.

CHAPTER 2

REVIEW OF RELATED LITERATURE

EARLY RESEARCH FINDINGS

Darcy (1953) reviewed a number of studies on minority language bilingualism that were done prior to 1950 which indicated that bilingual children's performances in language were handicapped when measured by verbal tests of intelligence. However, the performances of such children on non-language tests of intelligence compared well with their monolingual counterparts.

The detrimental effects of bilingualism were voiced as late as the 1960's. Jensen's (1962(a)) review of literature suggested that forced and voluntary childhood bilingualism presented a number of difficulties to bilingual children. The problem areas included incorrect speech articulation, incompetent linguistic development for both languages, emotional instability, social maladjustment, and a handicap in intellectual and educational progress.

These early studies have been criticized by Cummins (1978-79) on the basis of the research design employed in data collection. Not only were the samples small, consisting mainly of case studies, but confounding variables such as socio-economic status were ignored. Cummins further maintained that earlier studies compared middle-class unilingual children with lower-class bilingual children. The one-sidedness of such research was, therefore, to be expected and the negative findings indicating that bilingual children tend to perform more poorly in school, score lower on the verbal parts of the IQ tests, and exhibit more emotional problems, are to be interpreted with caution. On the basis of these findings, however, negative inferences were made by some educators and the Association of English-Speaking Catholic Principals of Montreal (1969) stated:

> We are of the opinion that the average child cannot cope with two languages of instruction and to try to do so leads to insecurity, language interference, and academic retardation (Lambert and Tucker, 1972, p.5).

BILINGUALISM TODAY

Until quite recently, childhood bilingualism in North America was basically minority-language children learning the target language for academic and social purposes. However, the pattern has now changed especially in Canada where majority-language children are now involved in bilingual education. Although both groups of children learn a second language there is a distinct difference between the two groups. Lambert (1975) pointed out that majority-language children are adding another socially relevant language to their repertoire of skills at no cost to their first language. The native language of these children is dominant and prestigious and there is no danger of it being replaced by the second language. This type of bilingualism is called 'additive' bilingualism and in Canada is most common among middle-class anglophone children in French-English, Ukrainian-English, and German-English immersion programs. These alternate school programs are optional and are usually an outgrowth of demands by parents.

In contrast to the 'additive' bilingualism of the majority-language children, Lambert (1975) has termed the minority-language children's bilingualism 'subtractive'. In this case the native language of the child is unimportant both socially and academically and is gradually being replaced by a more dominant and prestigious second language. At any one point in time the bilingual child's competence in any one of the two languages is likely to reflect a stage where the first language is being replaced by the second. The child, after a few years of schooling, will appear to refuse to speak the native language and will instead replace it by the frequent use of the second language. Observations by Paulston and Skutnabb-Kangas and Toukomaa (Cummins, 1978-79) have shown that the loss of the first language skills proceed at a more rapid rate than the acquisition of the second language skills.

Contradictory research findings on bilingualism are still evident in the recent studies. This contradiction is not only between the majority and the minority-language children but within the majority-language children as well.

Tsushima and Hogan's (1975) study has shown that Japanese-English bilinguals between Grades Three and Five performed at a significantly lower level on measures of verbal and academic skills than a unilingual group matched on nonverbal IQ. The research has however, failed to show the pattern of bilingual usage in the home, the bilingual conditions, and the relative competence in both languages (Cummins, 1978 b).

Torrance, Gowan, Wu, and Alioti (1970) tested more than a thousand subjects on fluency and flexibility measures of divergent thinking in Singapore. The Grade Three, Four, and Five bilingual children performed at a lower level than monolingual children. The study did not show how the unilinguals and the bilinguals were compared in terms of IQ or socio-economic status. Furthermore, the level of competence of the languages of bilingual subjects was not given.

Macnamara's (Cummins, 1978 b) study of immersion education in Ireland indicated that those children in the immersion program performed at the same level as the comparison groups in English and Irish on reading achievement tests but performed at a significantly lower level on arithmetic scores. Macnamara claims that the results show a 'balance effect'; that is, the acquisition of the first language is done at the expense of the second language. This claim is, however, misleading and Cummins (1978 b) argues that Macnamara's findings are different from the "findings of studies involving minority-language children in subtractive situations and very similar to the findings of North American immersion programs" (p.866).

Cummins (1978 b), reviewing a number of studies on majority-language bilingualism and education, has come up with the following four findings. First, bilinguals are more analytically oriented to both linguistic and perceptual structures. Secondly, bilinguals are more apt to develop cognitive and social feedback cues. Thirdly, the general cognitive development among bilinguals is accelerated, and finally, the research findings on bilingualism and divergent thinking have failed to indicate whether the existing relationship is positive or negative or one of cause or effect. In summarizing these studies, Cummins has warned that caution must be exercised in the interpretation of the findings as a number of studies did not employ an adequate research design. The validity of some of the dependent measures used is open to question especially in regard to bilinguals being analytically oriented to linguistic and perceptual structures. Some of the studies based on the acceleration of cognitive development have failed to demonstrate that the relevant environmental process variables have been controlled.

Many studies that have been done in connection with minority-language bilinguals have indicated the level of achievement, both academically and cognitively, to be inferior to monolingual children. Skutnabb-Kangas' (1979) findings indicate that minority-language bilinguals who lack competence in their first language have inadequate command of both languages, a phenomenon referred to as 'semilingualism'.

It is clear from the foregoing discussion that childhood bilingualism at different time periods was viewed from distinct, different perspectives. Up to the 1960's the question of bilingualism was addressed according to the impact on the child — was a bilingual child experiencing an emotional, speech, intellectual, academic, or language deficit in comparison with a monolingual child? The issue that occupies a number of present day studies of bilingualism is the type of program that will best enhance bilingualism. Thus, whereas earlier studies assumed bilingualism to be harmful, recent research indicates that bilingualism can increase cognitive development.

BILINGUAL EDUCATION PROGRAMS IN CANADA

Lambert (1975) and Cummins (1979) have shown that immersion programs for majority-language children are more beneficial than submersion programs for minority-language children since the two programs are associated with 'additive' and 'subtractive' bilingualism respectively. The immersion program involves majority-language children who are taught in second language from the kindergarten on but who start school at the same level of second language skills, that is, they start school with no second language skills. The native language is taught as language arts from grades two or three and the teachers, although bilinguals, speak only in the second language to each other and to the children. The program is optional and involves basically the higher and middle class population. In addition, the teacher and parent expectations are quite high. On the other hand, the submersion program does not allow the use of the mother tongue in the class and minority-language children are placed indiscriminately with native speakers in the classroom. Second language is used for subject matter instruction along with formal ESL instruction. The teachers who are invariably monolingual using only English in the classroom usually have low expectations of the students (Cohen and Swain, 1976).

Fishman (1976) has developed two psycho-educational rationales for the development of program options and for the inclusion of minority children's ancestral languages in the school curriculum. Each rationale contains two components: (1) development of cultural identity, and (2) conceptual-linguistic development. The 'transition' rationale, which involves the use of the first language as an initial medium of instruction to bridge the cultural and linguistic home-school gap, has not found support in Canada, hence the absence of programs with the transition rationale. On the other hand, the 'enrichment' rationale points to the benefits of becoming functionally bilingual and Canadian-French immersion, Ukrainian-English, and German-English programs have been developed using such a rationale.

SUMMARY OF RESEARCH FINDINGS ON BILINGUALISM

Research on childhood bilingualism is full of paradoxical and contradictory findings in four general areas, the first being the 'bilingualism hypothesis'. The early studies (up to the early sixties) reported a lower level of verbal intelligence and verbal academic tasks for bilinguals in comparison to monolinguals, whereas the recent studies (from mid-sixties to date) show that access to two languages can increase cognitive functioning. However, the sample used for the studies during these different time periods is not comparable. Minority-language children were the subjects of earlier studies that reported negative findings while the more recent, positive findings utilized the majority-language children. It is also interesting to note that it was monolingual researchers who came up with early, negative results whereas it was the bilingual researchers who reported the later, positive findings. Thus bilingualism per se was regarded as a very important independent variable in the early period that caused cognitive and academic handicaps among the bilingual children. Recent studies on majority-children bilingualism which have reported very positive effects have led researchers to question the bilingualism hypothesis. Bilingualism on its own does not give adequate explanation for the negative effects experienced by the minority-language children since the majority-language children (that is, those children who survive in bilingual programs) have been very successful in acquiring not only high levels of competence in both the first and the second language, but a high level of cognitive and academic achievement as well (Cummins, 1978 a).

The second paradox was in terms of home-school language switch often referred to as the 'linguistic mismatch hypothesis'. The linguistic mismatch hypothesis, which was taken seriously as an important variable for poor academic and educational progress for minority-language bilinguals, seems to have very little influence on the majority-language children. Home-school language switch experienced by the total immersion programs for majority-language children has proved successful, resulting in high levels of second language while maintaining the same high levels of competence in the first language (Swain, 1977-78). It has been suggested that the linguistic experience which is responsible for the development of the mother tongue prior to school could contribute to the differential outcomes of a home-school language switch for minority and majority-language children.

Thirdly, there seems to be no relationship between the time spent in language instruction and the achievement in that language for minority-language children. A number of studies on minority-language children have shown that the performance of children instructed in their first language is the same, or better than that of children instructed in their second language in measures of second language skills. On the other hand, the total immersion programs where all the time in the lower grades (up to grade two or three) is spent in instruction via the second language result in the promotion of second language skills at no cost to first language skills.

Fourthly, the vernacular advantage theory maintains that the best medium for teaching a child is the mother tongue favours the minority-language children but is not particularly advantageous to majority-children who are learning the second language. The above findings have led Cummins (1979) to reject the bilingualism and linguistic mismatch hypotheses as adequate explanations of bilingual children's academic and cognitive retardations. He points out that in explaining the cognitive and academic development of bilingual children, it is important to look at the interactions among socio-cultural, linguistic, and school program factors. He also stressed that many studies have failed to take into consideration the developmental interrelationships between language and thought in a bilingual child.

MINORITY CHILDREN BILINGUALISM IN THE SCHOOL

Many studies have been reported regarding the minority children and the vernacular advantage theory. Modiano's (1968) study showed that children who began reading in vernacular and later in Spanish (the second language) had significantly high scores in Spanish reading after three years compared to those children who were taught to read only in Spanish. The study of Ghanaian school children by Collison (1974) regarding concept formation in a second language has shown that children function at a higher conceptual level in their vernacular than in English. Rosier and Farella (1976) contend that it is through language that critical thought can be brought into existence and that instruction in the second language that is not well understood by children might not give the bilingual children the required opportunity to fully develop their cognitive processes. The authors' study of Navajo children indicated that those children who were initially literate in the mother tongue and later in English scored higher academically five years later as compared with children in monolingual programs where only English was taught.

Initial instruction in the first language has thus been found to lead to more positive results for minority-language children and that intensive exposure to the second language does not always produce the same positive effects. This is, however, not the case with the majority-language children who seem to exhibit no negative effects as a result of exposure to the second language. Cummins (1978 b) contends that there is no simple relationship between the time spent through the medium of a language and achievement in that language. The success of these two different types of programs for the minority and majority children has been aptly explained by Cummins:

> The key to understanding the educational outcomes of a variety of bilingual education programs operating under different conditions lies in recognizing the functional significance of the child's mother tongue in the developmental process (1979, p.236).

The majority-language children who are mostly from middle and upper class families are not affected by intensive exposure to the second language in immersion programs (Cummins, 1978 b). This is because their mother tongue is dominant and prestigious and does not compete with the second language that the children learn in school. Edwards (1978) suggested that these children do not benefit much by being taught their first language in the early years of schooling as they had reached a plateau stage in the development of their mother tongue before entry to school. The minority-language children who, in most cases belong to the low socio-economic class, receive an unstimulating first language environment inside and outside the home might take much longer to arrive at this plateau or threshold (Cummins, 1978 b).

Cummins (1978 b) indicated that many minority-language children are not likely to attain this threshold in the development of their native skills if their mother tongue is not promoted in the school. This is true not only for minority-language children, but also for those majority-language children who belong to the low socio-economic class. Halliday (1973) pointed out that the parents of most children from a low socio-economic class do not develop their children's first language in the home to match the language used in the school. That is, the cognitive functions of the language are not emphasized by the parents from a low socio-economic class and from some of the minority-language groups. It is important to point out that surface fluency of the language of many minority children entering school is not the same as the cognitive functions of language which are required for academic success.

Cummins (1980 c) argues that not all aspects of language proficiency are related to cognitive and literacy skills. He contends that there are two types of language proficiency, which he terms Basic Interpersonal Communicative Skills (BICS) and Cognitive/Academic Language Proficiency (CALP). He points out that every child (except the autistic and severely retarded) acquires the everyday interpersonal communicative skills in their mother tongue irrespective of their academic achievement and aptitude. Such skills include proficiencies in pronunciation, vocabulary, and grammar. However, cognitive/academic language proficiency requires the manipulation or reflection of the interpersonal communicative skills and must be taught. In fact, it is this type of language proficiency (ignored by many educators) that is crucial to the development of the literacy skills in academic contexts. Based on this BICS and CALP distinction, Chamot (1981) has suggested that teachers should be careful when assessing language proficiency of second language learners since a child's ability in social communicative competence is not the same as the child's ability to handle academic tasks. Invariably teachers are deceived with minority-language children who exhibit proficiency in BICS but lag behind in their academic work.

Skutnabb-Kangas and Toukomaa's (1976) study of Finnish migrant children in Sweden reported that the extent to which the mother tongue has been developed prior to contact with Swedish was strongly related to the acquisition of the Swedish language. Thus Finnish children ten years of age or over who migrated to Sweden were more competent in the second language than the preschool migrants because of more exposure to their first language. These findings indicate that minority-language children who lack competence in their first language have inadequate command of both the first and second languages. Skutnabb-Kangas and Toukomaa have warned that surface fluency in a second language does not guarantee cognitive functioning in that language. That is, many Finnish migrant children's Swedish which was considered fluent turned out to be a 'linguistic facade' as the children did not pass the Swedish tests which required complex cognitive operations.

MINORITY CHILDREN BILINGUALISM IN THE HOME

A study of grade one and two children at the Hobbema Cree Indian Reserve in Alberta revealed a significant positive relationship between oral Cree competence and English reading skills (Leslie, 1977, in Cummins, 1978). These children were taught only English in the school but used Cree and English at home or a mixture of both. Ramirez and Politzer (1976) indicated that children who used Spanish at home acquired high levels of Spanish skills at no cost to English achievement. However, those children who used English at home did not improve their English skills at school and also showed a deterioration of the Spanish skill. Cummins and Mulcahy (1978) conducted a study of Ukrainian children attending the Edmonton Public School System Ukrainian-English bilingual program. They found that those children who used Ukrainian at home analyzed linguistic input better than the children who did not use Ukrainian at home. Informal observation by Gonzalez (1977 in Cummins, 1979) indicated that: "recently-arrived immigrant children from Mexico whose Spanish is firmly established are more successful in acquiring English than native-born Mexican Americans" (p.234). The functional significance of the mother tongue in the child's educational development is thus suggested in all of the above findings.

In their findings of Finnish migrant children in Sweden, Skutnabb-Kangas and Toukomaa (1976) suggested that:

> The migrant children whose mother tongue stopped developing before the abstract thinking phase was achieved thus easily remain on a lower level of educational capacity than they would originally have been able to achieve (p.70).

It has also been shown that the development of linguistic concepts is very crucial in a child's overall cognitive and academic development. "Once these concepts have been developed in the ancestral language they can easily be transferred to the second language given adequate exposure to it" (Cummins, 1980 a, p.26).

Cummins' (1980 b) study of 'psychological assessment of minority language students' showed that teachers' and psychologists' referral forms:

> ...assumed that parents' lack of facility in English precluded them from helping their children academically at home and that the more exposure the child had to the mother tongue the greater the interference with the acquisition of English (p.73).

There have been widespread assumptions among parents and educators that emphasis on the first language in the home would be detrimental to English acquisition. However, Cummins' (1980 b) findings indicate that development of native language skills in the home may contribute to the development of English academic skills. Such findings have led Cummins (1980 a) to warn teachers to be cautious about extending advice to minority parents on using English in the home. "Whether or not the language of the home is the same as the language of the school matters very little compared to the quality of interaction children experience with adults" (p.26).

Wells (1979) has indicated that the quality of conversation that children experience with adults is closely related to children's rate of linguistic development and that the literacy knowledge of children entering school is related to their level of reading skills. Parents are, therefore, considered to be important in their children's first language development. Wells (1981, cited in Berryman, 1982) reported that children's knowledge about the conventions of reading on entry to school was the best predictor of success in reading at the age of seven. In turn, this "was strongly predicted by the extent to which the children's parents had shared with them their own interest in books and reading and writing, and by the quality of their everyday conversation with them" (Berryman, 1982, p.12). Thus, if parents are advised by educators to switch to English in the home, the parent-child language interaction could be affected to the extent that broken English is spoken and less time may be spent conversing as parents may feel uncomfortable speaking English (Cummins, 1980 b).

SUMMARY

The study of bilingualism as a discipline is relatively young and is faced with a number of unresolved issues. Strides have, however, been made in the past 20 years and research in the field has changed emphasis from studying the effects of bilingualism on individuals to encompassing the context in which bilingualism is acquired and maintained.

In response to the demands from different ethnic groups in Canada, a variety of bilingual education programs have evolved. The French-English bilingual programs are the most sought after and are well funded by both the Provincial and the Federal Governments. Most of the minority ethnic groups have community funded programs in which the mother tongue is usually taught only once a week outside the regular school hours.

The majority-language children seem to reap the benefit of bilingual education programs as they become functional bilinguals while maintaining high levels of academic achievement. Second language education for the minority-language children in the schools does not produce high levels of academic achievement and the mother tongue is gradually lost in the process of second language acquisition. Some researchers (Modiano, 1968; Skutnabb-Kangas and Toukomaa, 1976; Rosier and Farella, 1976; Ramirez and Politzer, 1976; Cummins and Mulcahy, 1978) point out that adequate development of the mother tongue either in the home or in the school is crucial if the minority-language children are to achieve academically well in the school and become functional bilinguals.

CHAPTER 3

RESEARCH DESIGN AND PROCEDURES

This exploratory study was designed to: (1) identify the language/s used by the Korean parents and other Korean adults with children in the home and determine their attitude regarding the use of the mother tongue with the children; and (2) identify the language that the children use, both in the home and outside the home, and examine their attitudes towards the use of their first language in the home. To answer the research questions set forth in this study, 22 Korean children from two schools in the Millwoods area (12 from one school and 10 from the other) were selected along with their parents and other adults in the home. In all 20 Korean family units were included in the study. While questionnaires in Korean (see Appendix A) were given to the parents and other adults in the home, a pre-planned unstructured interview procedure (see Appendix C) was used to collect children's responses. The main study was preceded by the pilot study as discussed below.

PILOT STUDY

A pilot study was conducted 10 days prior to the data collection for the main study. The following sections describe the purposes, subjects, and procedures used during the pilot study.

Purposes

The pilot study was conducted to assess the questionnaire (see Appendix E), to develop skills in interviewing the children, and to determine the appropriateness of the interview questions. It was necessary to determine if the parents and the other adults in the home would fill in the questionnaire and return it to the researcher. Because the researcher was not Korean, it was anticipated that the respondents might not want to take part in the study. The pilot study also aided in identifying those sections of the questionnaire which would be readily answered and those which would receive poor responses. The pilot study also served to ensure that the questionnaire was clear and understandable and that all the questions provided information pertinent to the study.

The children's personal interviews were piloted to give the researcher confidence in the interview process. It also helped familiarize the researcher with interview procedures. In addition, the pilot was used to determine if the children would respond to the type of questions asked, the technique employed, and to identify those questions which were most useful to the study. Finally, the pilot study was used to assess the amount of time needed to interview each child.

Subjects

The questionnaire in Korean (see Appendix D) was given to two eight-year-old Korean children in grade three. The families of those two children then became the subjects for the pilot study. Two other children from the same school became the subjects for the personal interviews. These children were both in grade six and were 11 and 12 years of age.

Procedures for the Pilot Study

The questionnaire. The questionnaire was translated into Korean by a university Korean student to facilitate the parents in answering the questions. To establish translator reliability the Korean questionnaire was then translated into English by a group of Korean university students who were unfamiliar with the nature of the study. The English version which was translated from Korean matched the original questionnaire in context and thus was said to be accurate.

After establishing this translator reliability, the Korean questionnaires were then given to Korean families via the school. The questionnaires were collected and changes made before conducting the pilot interviews with the children.

Questionnaire responses. Both of the questionnaires which were given to the parents were returned to the school. There were responses to all the sections of the questionnaires. Based on the information gathered from the piloted questionnaires, a few revisions were made. Question 7 in section A (see Appendix E) was seen as irrelevant and, therefore, withdrawn from the questionnaire, all the other questions elicited responses useful to the study. More questions were, however, added to sections A, B2, C2, and D2 (compare Appendix B and Appendix E) of the questionnaire to allow for a more open expression of attitudes by parents and other adult relatives. Furthermore, section A was divided into sections A1 and A2 (compare Appendix B and Appendix E) to separate demographic data from the parents' attitudes towards teaching Korean to the children. The questionnaire was then finalized in both English and Korean.

The interviews. The interviews were conducted privately on a one to one basis in a room where the interviewer was alone with the respondent. The interviews were tape-recorded. The tape recorder was placed on a low table and the researcher and the child sat side by side. Although the proceedings were tape-recorded, the interviewer kept handwritten notes about the child's name, age, grade, and length of stay in Canada for easy identification of the recorded interviews. In addition, each child was asked if they had a brother or a sister in the same school and in what grade. The positive answers were also noted in order to identify the siblings without having to listen to the tape recorder. The two interviews averaged 10 minutes each.

Interview responses. Because the interviews with the two children went quite well, the researcher felt comfortable about interviewing the other children. The questions and the questioning techniques employed with the children elicited responses which were appropriate for the study. The interviews during the pilot study went smoothly and no changes were made in the interview process.

THE MAIN STUDY

The researcher made contact with six elementary schools in the Edmonton Public School District. Two of these schools were selected as they had substantial numbers of Korean children. The two schools were then approached and permission to work with the children was sought. Both schools agreed to participate in the study and altogether 25 children in 22 families tentatively became the sample for the study. Of these, two children and two families from one school were used for the pilot study. The tape recorder did not record one interview hence the children sample was reduced to 22.

The final sample for the study included 22 Korean children attending the Edmonton Public School system, their parents, and the adult relatives in their homes. The children ranged in age from six to twelve years and were attending grades one to six. The families had been in Canada from one to ten years, with the majority of them (82%) having lived in Canada for a period of six to nine years. Originally only those families that had lived in Canada for a period of less than three years were to be included in the study. However, not enough children could be found to make up the required number in the sample and hence the length of stay in Canada was extended to ten years. It seems that there was an influx of Korean immigrants to Canada about six to eight years ago and now only a few Korean immigrants are trickling into the country. Originally only upper elementary school children were to be included in the study. It was thought that older children would have a more accurate perception of what was going on in their homes and would be able to clearly convey their feelings. The study was, however, confined to one geographical area and it was not possible to obtain a sufficient number of Korean children from the upper elementary grade levels.

Korean children and their families were chosen for the following reasons. First, there was a concentration of Korean elementary school children in one general area of the city and this made data collection less cumbersome in terms of time and effort. Secondly, the Koreans tend to be very concerned about the education of their children. It was, therefore, felt that the parents would readily answer the questionnaires. And thirdly, there were two Koreans in the Department of Elementary Education who were willing to help in the study by acting as resource persons for the translation work and giving the researcher some advice related to Korean culture.

The Sample

All 25 children from two Edmonton Public Schools in the Millwoods area were included in the study. Two children were involved in the pilot study and the interview with one child was not usable due to technical problems with the tape recorder. Thus the sample for the main study consisted of 22 Korean children. Twelve children came from one school and the remaining ten from the other school. The parents of these 22 children and the adults in the home completed the sample. There were 20 family units with 20 mothers, 19 fathers, and eight adult relatives (all grandparents).

PROCEDURES FOR COLLECTING DATA

The data in this study were collected through the use of questionnaires and personal interviews. Questionnaires were given to parents while children were interviewed using an unstructured, pre-planned interview procedure (see Appendix C). The children were personally interviewed as it was thought that they would respond better through oral questioning where the interviewer could clarify, enlarge, or probe.

The Questionnaire

The researcher's advisors and one of her professors were asked to react to the initial draft of the questionnaire and it was duly corrected. The second draft of the questionnaire was then prepared and presented as part of the research seminar in which the researcher presented her thesis proposal to professors and graduate students for their reaction. A subsequent draft of the questionnaire was then translated into Korean by a university Korean student in order to facilitate the parents' answering of questions.

The finalized Korean version of the questionnaire for the study (see Appendix A) was sent to the homes via the children in the two schools. Attached to the questionnaire were a consent form (see Appendix F) and a covering letter (see Appendix H) both written in Korean. The consent form and the covering letter in English appear in Appendices G and I.

The final questionnaire (see Appendix B) consisted of four sections. The purpose of section A was to collect demographic data that would make it possible to identify children with their families and, therefore, aid in the comparison of children and parent responses. Section A2 was designed to determine whether parents make any effort at teaching their mother tongue to their children either at home or by sending them to a Korean school. Questions 1 to 5 were concerned with information about the child (name, school attending, grade, age, and the number of years in Canada). Question 6 asked if the parent would be willing to be interviewed. Questions 7 and 8 asked if the child attended a Korean school and the reasons for sending or not sending their children to a Korean school. Question 9 asked if the parents teach their children Korean at home. Question 10 tried to find out if the parents found it important for their children to be able to speak, read, or write Korean.

Section B of the questionnaire was to be answered by mothers and was divided into two parts (section B1 and section B2). Section B1 had a number of statements that could be checked off and a blank space left at the end for additional responses. The purpose of this section was to identify the language/s that the mother used with her child during mother-child language interaction. Section B2 was basically a checking of correct responses between two or three alternatives. This section was concerned with the mothers' reasons for using either English or Korean with their children. Questions 15, 16, and 17 asked for language preference, that is, if the mother could speak English well then what language would she use with her children. The reasons for the language preference were also asked. Questions 18, 19, and 20 tried to find out if the mothers had received any advice as to the language that they should use with their children and if so, who advised them. Questions 21, 22, and 23 asked what language/s do mothers use with their children, what language/s would they like to use, and if they expect their children to speak Korean to them. Question 24 asked mothers if they would like their children to be fluent in both their first and second languages. Question 25 left room for the respondents to tell the researcher anything that was not covered in the questionnaire that they felt was important.

Sections C1 and D1 of the questionnaire were exactly the same as Section B1 except the father was asked to respond to the questions in section C1 and the adult relative (if any) was asked to respond to section D1. Sections C2 and D2 were the same as section B2 but the respondents were the father and the adult relative respectively.

The questionnaires were given to the children in the two schools with the instruction that they should be given to the parents to be filled and returned to the school two days later. The questionnaires were distributed after the children were interviewed. The children's interviews preceded the questionnaires due to the time factor.

The Interview Procedure for the Children

The researcher used pre-planned unstructured interviews with the children in the sample. The interviews were designed to:

1. identify the language that the children use with their parents, siblings, friends, and other relatives in the homes; and
2. identify the children's attitudes towards the use of their mother tongue in the home and in the school.

The interviews with the children consisted of six parts. Part one of the interview was basically concerned with the demographic data collection and asked the following questions:

1. What's your name?
2. What grade are you in?
3. How old are you?
4. How long have you lived in Canada?

Part two of the interview was concerned with identifying: (1) whether the child had siblings and/or Korean friends in the school or outside the school; (2) the language that the child used with siblings and/or Korean friends in the school, outside the school, and in the home; and (3) the child's feelings towards the use of the mother tongue in the home, in the school, and outside the home and the school with the siblings and/or Korean friends. The questions asked were:

1. Do you have a brother or a sister in this school?
2. In what grade?
3. Do you have Korean friends in the school?
4. Do you have other brothers and/or sisters at home who don't attend this school?
5. Do you have Korean friends in the neighbourhood, in the church that you go to, or in Korean school?
6. Do you speak Korean?
7. How good is your Korean?
8. What language do you use here in school when talking to your brother, sister, or Korean friends?
9. Why do you use English/Korean with them?
10. What language do you use when talking to your brother/sister at home?
11. Why do you use English/Korean with them at home?
12. What language do you use with your Korean friends in the neighbourhood? In the church? In Korean school?
13. Why do you use English/Korean with them?

The purpose for part three of the interview was to identify: (1) the language that the child used with the parents and other adult relatives in the home and outside the home; and (2) the reasons for using the particular language/s. The following questions were asked:

1. What language do you use when talking to your mom? Dad?
2. Why do you use English/Korean with them?
3. Do you have grandparents, uncles, or aunties living with you?

4. What language do you use with them?
5. Why do you use English/Korean with them?

Part four of the interview was concerned with finding out if the child was taught Korean at home or at the Korean school and what were their attitudes towards learning Korean. Included in this part were the following questions:

1. Do you go to the Korean school?
2. Why?
3. Do you like it?
4. Can you read and write Korean?
5. Do your parents teach you Korean (reading, writing) at home?
6. Are you happy that you can speak Korean?

Part five of the interview asked for the language preference of the child at home and at school. The questions asked in this part were:

> If you were asked to speak the language you like, what language would you use at home? At school?

The final part of the interview was related to home activities and the questions were asked to determine the type of activities the children engage in with their parents or adult relatives:

1. Do your parents or other grown-ups in your home read to you?
2. Who tells you stories?
3. What kinds of songs do you sing at home and who sings to you or with you?
4. Who takes you shopping?
5. Do you ever eat out? Who takes you and where is your favorite place to eat?

6. Do your mom and dad play games with you? What do you play? Do any other grown-ups play with you?

7. When you eat at home, who eats with you?

The children's interviews were tape-recorded and were done prior to the giving out of the questionnaires. The interviews in the two schools were done a week apart. In the first school the interviews were conducted immediately following the pilot study.

Interview set up. In the first school the interviewer was provided an empty room and one child at a time was sent to the researcher by the school administration. The tape recorder was set on a low table and the interviewer and the child sat side by side. The demographic part of the interview was also noted by the researcher in long hand as well as the name and grade of the sibling in the school. Before each interview the child's permission to participate in the interview was sought. On the average, each interview lasted for 10 minutes.

In the second school the researcher was also put in an empty room, but all the children were called to the room at one time. One corner of the room was set up for interviewing and each child had a turn in the interview corner. The interviews in this school took about eight minutes each.

CHAPTER 4

RESULTS OF THE STUDY

This chapter presents the findings of the study. It contains three sections followed by a summary statement. The first section discusses the responses from the questionnaires of the parents. This is followed by a presentation of the interview responses from the children and finally, a comparison of children's parents', and relatives' attitudes as well as the usage of their mother tongue.

RESPONSES FROM THE QUESTIONNAIRES

Questionnaires from 11 family units were returned out of the 20 that were distributed giving a response rate of 55 percent. Of the 11 returned questionnaires, there were 8 that had responses from both parents out of which only 1had a relative section filled out. Two questionnaires had responses only from mothers (one mother was a widow) and one was responded to by another adult relative. In all, 20 different individuals responded to the questionnaire.

Categorization

The original 55 variables in the questionnaire were reduced to 37 for easier computation of categories. The 37 variables were further grouped into 6 manageable categories (see Appendix J). Based on the responses from the questionnaires, each category will be discussed separately.

Category 1: Demographic Data

The questionnaires were compared to the children's responses and only two differences were noted. These differences were concerned with the length of stay in Canada. While child 02 (identification numbers were substituted for names) said he had lived in Canada for six years, the parents' response showed that the child was born in Canada and had lived in Canada for ten years. Child 03's response to the length of stay in Canada was six years while the parents' response showed that the child had lived in Canada for seven years. All the other demographic data responses of the parents matched those of the children.

Category 2: Language Use

Of the 20 respondents (10 mothers, 8 fathers, and 2 adult relatives), 11 used mostly Korean with the children and 9 used an interchange of English and Korean. Figure 1 shows the distribution of language used by mothers, fathers, and relatives.

Category 3: Language Preference

The respondents were asked to respond to two types of language preference. In the first type of question, 'if you were asked to speak the language you like with the children, what language would you use', the majority of the respondents answered that they would use Korean with the children. Whereas only two respondents would use English with the children, 18 would use Korean. Figure 2 shows the distribution of respondents in the first type of language preference.

In the second type of language preference, the question 'if you could speak English well, what language would you use with your child' was asked. Of the respondents, 3 said they would use English with the children, 3 would use both English and Korean, and 14 would use Korean. The distribution of respondents into the three groups is shown in Figure 3.

The following are the reasons given by the respondents for preferring to use English or Korean, or both English and Korean with the children. Those who preferred to use English would do so because: (1) they would like to help their

Figure 1

Language Used with Children by Parents and Relatives

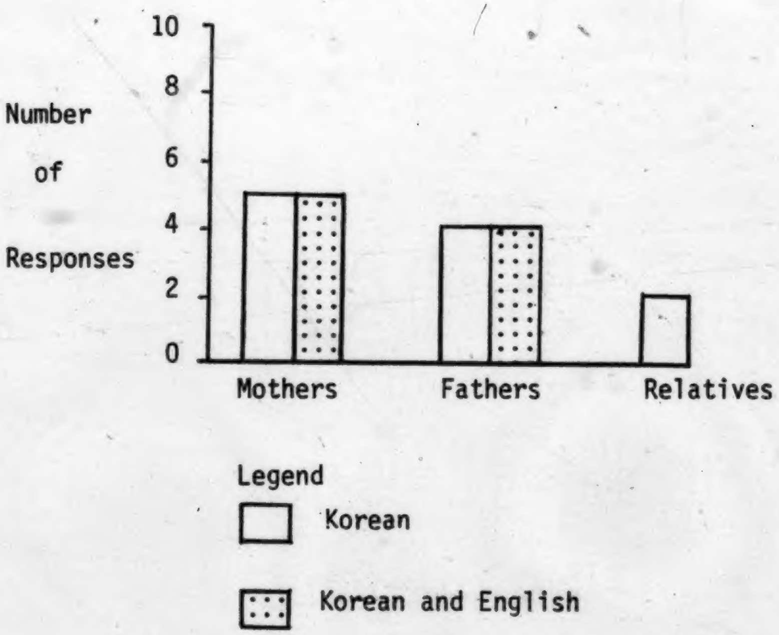


Figure 2

Language Preference of Parents and Relatives With the Children

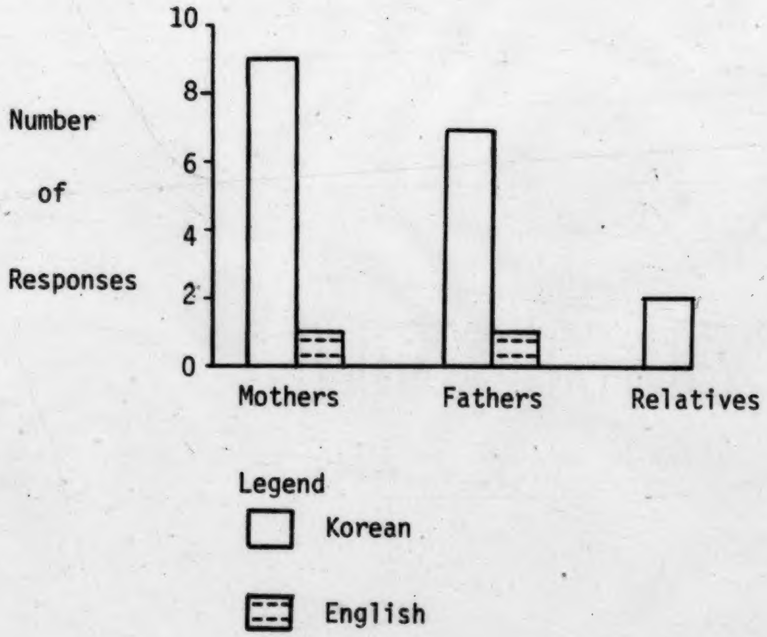
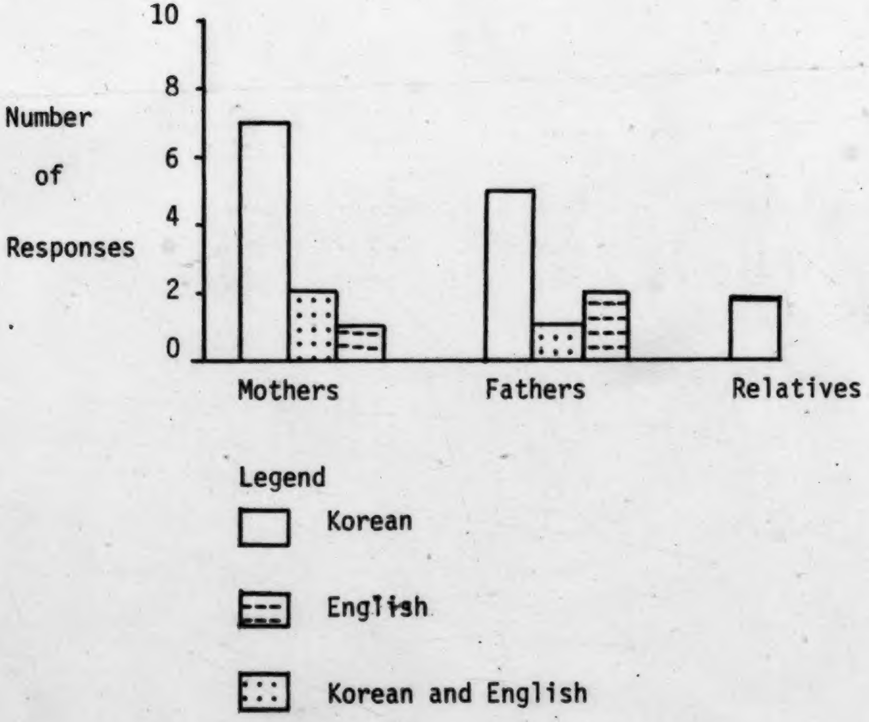


Figure 3

Language Preference of Parents and Relatives With the Children



children to adapt to school life, (2) they wanted to help the child with school work, and (3) the child did not speak Korean well. Those respondents who preferred to use Korean or Korean and English with the children would like their children to maintain their Korean language and culture. The following are some of the reasons given: "to keep our Korean language", "for the children to be able to speak Korean better", "to let the children know their Korean language and not forget it", "children should use Korean with each other at home", "to keep our unique tradition and culture", and "children will lose the Korean language if it is not used at home".

Category 4: Language Advised to Use with the Children

Four of the ten mothers and five of the eight fathers had received some advice as to the language they should use with their children. The remaining eleven respondents had not received any advice as to the language that they should use with the children. The nine respondents were all advised to use Korean with the children. Friends were among those who most often offered the advice, followed by relatives and siblings.

Category 5: Parental/Relative Expectation of the Use of the Mother Tongue

All the 20 respondents expected the children to use Korean with them. The majority of the respondents (14) expected their children to use their mother tongue with them all the time and only 6 of the respondents expected their children to use Korean with them sometimes.

Category 6: Parental Attempts at Teaching and Maintaining the Mother Tongue

Seven out of the eleven parents taught their children Korean at home. However, because of the way the question was asked, it was not clear as to how often Korean was taught and whether the teaching consisted of reading and writing Korean. Reference to the children's interviews indicated that most of the teaching was not done regularly and consisted of some help in oral Korean and Korean school homework.

Five parents sent their children to a Korean school and six parents did not. The reasons given for not sending the children to a Korean school were: (1) lack of transport, (2) child refused to go, and (3) child was not interested. The other parents sent their children to Korean school:

1. "To make them (children) realize that they are Koreans and therefore, they should be proud to speak the Korean language. Also they should understand that in the Korean culture we (Koreans) always respect the elderly and the parents, and we help each other."
2. "We find it difficult to communicate with our children because they don't speak Korean well and, we don't speak English well. We are grateful to their grandmother who talks to them in Korean all the time. We are fortunate to be able to send them (children) to the Korean school to learn Korean."
3. "Children seem to be able to learn English faster and easier than we adults do. On the other hand, they lose their own language faster because they live in an English environment. I think it is important for them to keep their own language so that they can communicate with the parents and understand Korean culture better."

All eleven families felt it was important for their children to be able to speak Korean. However, only seven of them thought that it was important for the children to be able to read and write Korean.

All the twenty respondents wanted the children to be fluent in both English and Korean. That is, parents and relatives wished the children to maintain their mother tongue while they were acquiring their second language.

A comparison of the responses from one family unit across the five categories (category 2 to 6) was conducted to see if there was a consistency in the answers. The parents of child 01 were chosen because, unlike other parents, each parent gave a different response to some of the questions.

The mother of child 01 spoke Korean to her child most of the time because she wanted the child to keep the mother tongue and understand Korean culture. On the other hand, the father used an interchange of Korean and English with the child; that is, sometimes he used English and sometimes Korean. Even if the parents could speak English well, the mother would have used Korean with the child as she wanted the child to maintain the mother tongue. However, the father would have used English with the child because the child did not speak Korean well. The language preference for communicating with the child indicated that both parents preferred to use Korean. Both parents were advised to use Korean with the child by relatives, siblings, and friends. They expected their child to use Korean with them all the time. The child was sent to a Korean school to learn Korean, to be able to communicate with the parents, and also to keep the mother tongue. The father would have liked the Korean language to be taught in public schools "because Canadian government encourages multi-culturalism". A little bit of Korean home-teaching was done. The parents thought it was important for their child to be able to speak, read, and write Korean. They would also like the child to be a fluent bilingual. The findings of this case seemed to indicate that attitudes and the use of Korean were consistent across the categories.

CHILDREN'S INTERVIEWS

The researcher transcribed the 22 tape recorded interviews of the children in the study and looked for emerging patterns for categorization. The procedures that were followed to arrive at the categories are discussed below.

Categorization

The children were each assigned an identification number (01 to 22). After playing back the recorded tapes twice, the researcher came up with 29 variables (see Appendix K) from the original 36 questions (there were a few probes from each question). The tapes were again played and the responses from each child were coded into the 28 variables. A blank space was left on the coding sheet if there were no responses for any of the variables. An examination of the 28 coded variables revealed that these variables could be regrouped into six categories. During the process of regrouping the variables, the researcher found it necessary to play the tapes again and transcribe each child's response separately. Those questions that required an either/or and a yes/no response were checked against the previously coded answers to ensure that the responses had been coded correctly. It was discovered, however, that the 'why' questions and some of the probe questions needed to be transcribed verbatim in order to establish a clear picture of the children's attitudes. The categories that emerged after regrouping the variables are shown in Appendix K.

Category 1: Demographic Data

The distribution of children according to sex, school grade, and length of stay in Canada is shown in Tables 1 and 2.

Table 1

Distribution of Children According to School, Grade, and Sex

Grade	Boys	Girls	Total Number of Children
6	1	1	2
5	7	1	8
4	-	2	2
3	3	5	8
2	0	0	0
1	1	1	2
Total	12	10	22

Table 2

Distribution of Children According to Sex and the Length of Stay in Canada

Length of Stay in Canada in Years	Boys	Girls	Total Number of Children
10	1	0	1
9	0	1	1
8	3	2	5
7	2	1	3
6	5	3	8
5	0	2	2
4	0	0	0
3	0	0	0
2	1	0	1
1	0	1	1
Total	12	10	22

Category 2: Language Use

The type of language used by children in the home, at school, and at places other than the home and the school are presented in this category. The extent to which the mother tongue was used at home and in the school will be outlined.

Language used at home. An examination of the data related to the type of language used by the children at home (see Figure 4) indicated that English was used more extensively with siblings than Korean. On the other hand, more Korean than English was used with the mother and the father. There was very little difference in the type of language used with either parent. An interchange of English and Korean was exhibited by a large number of children. Exclusive use of the Korean language was shown with the grandparents and a few parents.

Language used at school. Only nine percent of the children in the sample used some Korean in the school. The remaining 91 percent of the children used only English with the Korean peers and/or siblings.

Language used at public places. The children used mostly English with their siblings and Korean friends in public places, (church, Korean school, and neighbourhood). Some Korean was also used, however, the extent to which it was used was minimal.

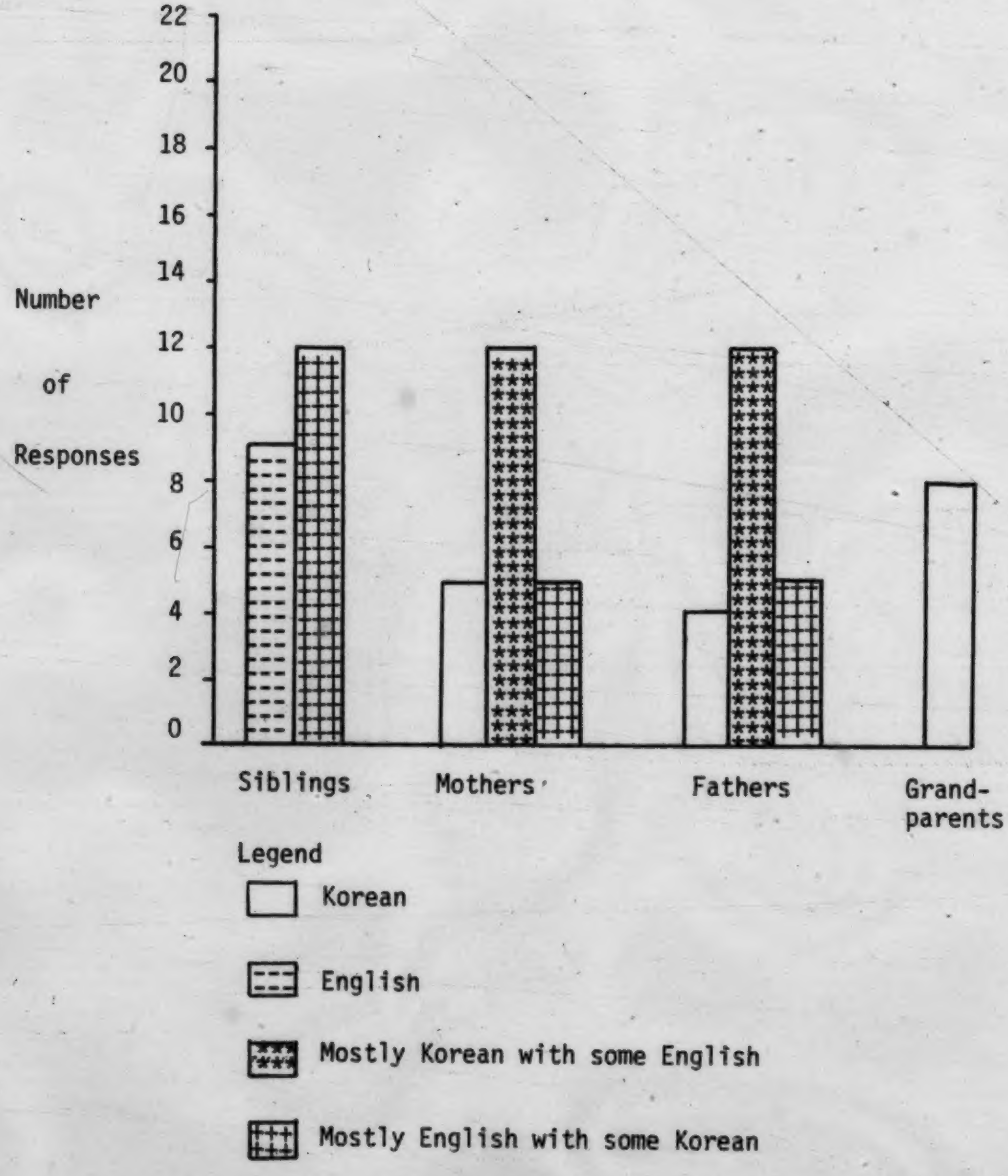
An examination of the home/school language suggested that more English was used in the school and more Korean was used at home. The reasons for the language used by the children at home, school, and in places other than the home and school are explained in Category 3.

Category 3: Reasons for the Type of Language Used

Some of the responses from the interviews were translated verbatim in order to more clearly present this category (the subcategories are presented below). As mentioned earlier, the children exhibited different language usage

Figure 4

Type of Language Used by Children at Home



with different members of the family, however, very little difference was noted in the language use between either parent.

Reasons for the type of language used at home. With the siblings, the children used more English than Korean and some of the questions produced the following answers:

Child 03:	"I'm used to English, I can't, sometimes I can't speak Korean."
Child 04:	"Ah like, I wanna teach to, like before they (siblings) go to school, like they'll be kind mm, mm, embarrassed if you don't know that language (English). So I'm teaching them."
Child 06:	"My brothers talk to me in English all the time."
Child 08:	"Cause me and J... (sister) doesn't know Korean that well."
Child 15:	"I don't know."
Child 17:	"They like speaking English in the family."
Child 21:	"He (brother in the kindergarten) doesn't understand Korean. He just can say hello in Korean. I, I, when I teach him how to do times, (in Korean) then he doesn't, he just stands and say nothing."

It appears that more English was used with the siblings at home because the children were used to speaking English, or their brothers/sisters did not know Korean, or they just liked using it, or they used it to teach their younger siblings before going to school. Some Korean was used with the siblings at home because the parents wanted the children to know more of their mother tongue, so there was encouragement to use it at home.

Although the children used more of an interchange of Korean and English at home with their parents, there were some children who used only Korean and none who used only English. The reasons for using either language with the mother or father will be discussed in this section. Below are some of the responses from the children:

Child 04: "My uncle told me to speak English to him because he wants to learn English too."

Child 05: "I talk to them (parents) mostly in Korean cause my mom can't understand English very well. I talk to my dad mostly in English because he knows English better."

Child 06: "My mom doesn't understand English, so I talk to her in Korean all the time."

Child 08: "I speak English with my mom and dad because I can't speak Korean very well."

Child 11: "Doesn't care (mom) whether we speak English or Korean."

Child 12: But my dad, she doesn't want to speak English with us because she doesn't know, like, Englishes. My mom, she wants to learn from us, so."

Child 14: They (mom and dad), know Korean words better."

Child 17: "I speak to them (mom and dad) in English, but they repeat in Korean. They don't know much of English, they can't say but they know what I am saying."

Child 19: They (mom and dad) want me to learn a lot of Korean."

After examining the overall responses from the children, it was apparent that they used Korean for two reasons. First, the parents did not know English. Secondly, the parents wanted their children to maintain and speak their mother tongue as they insisted the children speak Korean at home. If the parents allowed their children to speak English to them it was because: (1) they did not care whether their children spoke Korean or English, or (2) they wanted the children to teach them English, or (3) the parents wanted practise in oral English.

Those children who had one or both grandparents living in their homes used only Korean with them because these grandparents did not understand or speak English. In some cases the children spent a long time with the grandparents as the parents had to work the whole day and the grandparents kept house. Out of the twenty family units, only eight had grandparents who lived with the family.

Reasons for the type of language used at school. The siblings and the Korean friends will not be differentiated during the discussion in this section. Both will be referred to as Korean children. As pointed out earlier, only nine percent of the children used some Korean in school with other Korean children, and even then these children used mostly English with the other Korean children. Some of the children's reasons for using only English in school are given below:

Child 06: "Well, I get embarrassed when I'm talking to them (Korean friends), like, if I have Canadian friends and they are near me and I'm with Korean friends, then I talk with my Korean friends in English."

Child 09: "Cause I don't know Korean. I'm taking Korean School. I would feel embarrassed (to talk Korean in school)."

Child 11: "Some of my friends don't understand Korean."

Child 12: "Well, I like to speak Korean in my house because it's hard to learn to speak (Korean). But in here, (school) my friends, they don't know like the hard Korean, so it's no use that I can't speak hard Korean. I'll have to speak (Korean) slowly then they understand."

Child 14:	"Other kids think it's (Korean) weird."
Child 16:	"English (language used in school). Other kids laugh at you (if you speak Korean). I don't feel comfortable using it (Korean)."
Child 17:	"It's strange talking Korean with them (Korean friends) in school."

Two basic reasons were given for the predominant use of English in the school. The weaker of the two reasons was that some of the Korean children did not understand fluent Korean. However, the main reason was that other children thought it was weird or terrible and the Korean children felt other children would laugh at them. Additional reasons for the use of English in school will be discussed in the language preference category.

Reasons for the type of language used at public places. This section discusses the reasons given by children for the language used with siblings, parents, and Korean friends in public places such as Korean school, church, shopping centres, and the neighbourhood. While in these public places the children used mainly English with their Korean friends and siblings, but Korean was sometimes used with parents. There were mixed feelings towards the use of Korean in these situations and with various people. Below are some of the reasons given by the children for the use of either English or Korean:

Interviewer:	"When you go shopping I mean, do you speak Korean with your mom and dad?"
Child 02:	"No."
I:	"Why?"
Child 02:	"Cause it's like, it's like ah, same like kind of school."

I: "Do you mean you feel embarrassed?"

Child 02: "Oh yeah."

Child 16: "With kids I feel uncomfortable, but with adults I feel comfortable."

Most of the children felt uncomfortable or embarrassed to use their mother tongue with siblings or Korean friends in public places. However, their feelings were mixed with regards to the use of their mother tongue with their parents in front of their "Canadian" friends.

Category 4: Korean Language Proficiency

The children's responses in this category consist of three areas: reading, writing, and oral Korean. The children were asked by the interviewer how good was their spoken/oral Korean to which a variety of answers were obtained. However, all the responses could be put into four groups: (1) not so good, (2) pretty good, (3) good, and (4) don't know. The distribution of the children into the four groups is shown in Figure 5. It was interesting to see how the children came up with the four answers grouped above. Some of the children who thought their oral Korean was not good used English as their yardstick for evaluation. Below are some of the transcribed responses from the children when they were asked how good was their oral Korean:

Child 01: "Sometimes I forget the words (Korean) and it takes me a couple of minutes to figure out."

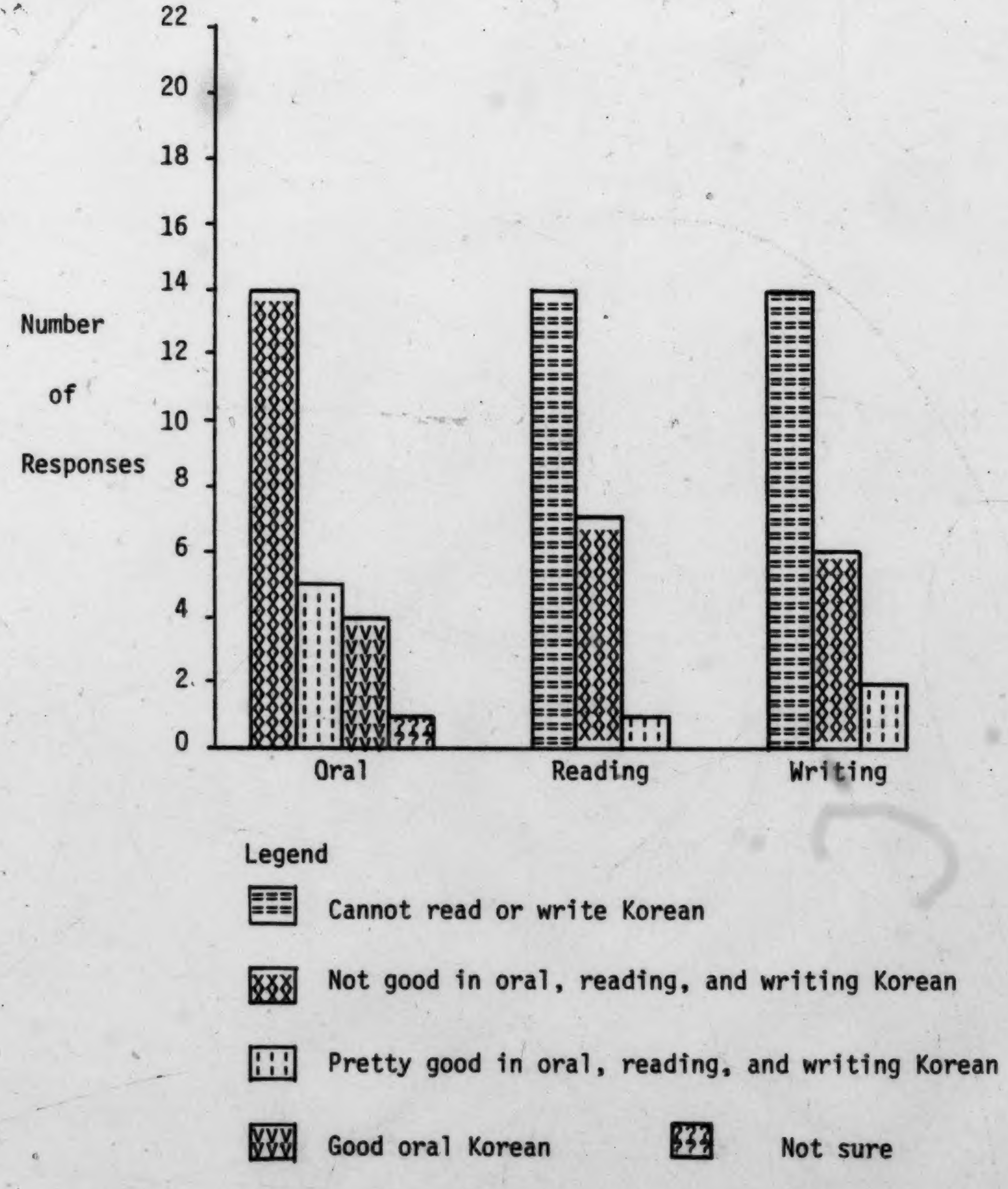
Child 04: "Not very good. Ah, just after I came, a month after I came to Canada I began to speak English, like I stay outside most of the time, and I speak English most of the time, so."

Child 11: "Sometimes I forget what to say in Korean."

Child 16: "Pretty good, but I can't do hard words (Korean)."

Figure 5

Children's Self Evaluation of the Mother Tongue



Child 19: "Sometimes it's hard to say a word in Korean."

In examining the responses concerned with the reading of Korean, over half the children could not read Korean at all. There were few who could read some Korean but were not proficient and only one child sounded confident enough when she said she could read Korean (see Figure 5). The responses regarding the writing of Korean were almost the same as those of reading Korean (as shown in Figure 5). Self-evaluation by the children of their Korean language proficiency suggested that they had not mastered the language if judged by their ability to speak Korean and their ability to read or write it.

Category 5: An Attempt to Learn the Mother Tongue

Attendance at a Korean school, the feelings towards the Korean school, and parental teaching of the mother tongue at home will be dicussed under this category in an attempt to identify the efforts of the children to learn Korean. Of the 22 children in the sample, 11 attended Korean school and the other half did not. Of those who attended a Korean school, two went to a friend's house to learn Korean, one learned Korean from the church, and the remaining eight attended the Edmonton Korean Community School.

Different reasons were given by the children for attending and not attending a Korean school. Some said they liked it, others thought it was boring, yet others said they did not go because there was no one to take them there or they did not have friends in the school. Following are some of the responses which were transcribed verbatim from the recorded tapes regarding the question of Korean school attendance.

Child 05: "To learn to read, and write, and talk Korean too, a little."

Child 07: "My mom told me to. I like it, but there is too much homework, and when we do the homework we are not supposed to do it in the school. We have to bring it home and do it."

Child 09:	"They give you candy there (Korean school run by friends)."
Child 10:	"Cause I don't know that much Korean. I like to learn Korean - a little."
Child 11:	"I don't like writing Korean."
CHild 14:	"Yes, (goes to Korean school) it's boring, I don't like it."
Child 16:	"No. I only went (to Korean school) about eight or five times. Like, you just can't learn you know. It's only two hours every night and you just can't learn anything. It's not like regular school, you start out...., and it's hard to learn it. It's kind of boring because you don't understand anything."

Not many parents taught their children Korean at home. With the exception of two children whose parents helped them occasionally with the reading (each child has about two Korean books), the parents did not teach Korean reading or writing to their children at home. The parents of the other two children (siblings) helped their children in their Korean homework from the Korean school. Six other parents helped their children in their oral Korean sometimes by supplying them with a Korean word when they got stuck while speaking in Korean. However, this was only done occasionally. One child who was helped with some Korean by the parents refused to learn it on the grounds that it took too much time. Seven other children were not helped with their Korean at all by their parents and there was no response from the remaining five children.

Category 6: Language Preference

The children were asked what language they would like to use at home, what language they would like to use at school, and if they would like to be able to speak both Korean and English. In regards to language preference at home, five children said they would like to use an interchange of Korean and English, seven children preferred to use only Korean, and nine children thought they would like to use English (see Figure 6). All the children except one said they would like to use English at school (see Figure 6). It was interesting to note that the one child who would have liked to have used some Korean in school had lived in Canada for just about a year.

Below are some of the children's responses regarding their language preference at home:

Child 04: "I guess Korean. I wanna learn more Korean, I wanna learn English and Korean."

Child 05: "Korean. My mom says, like it's not very good to talk English at home then you might forget Korean, you know your language, so she says to talk Korean."

Child 06: "Both (English and Korean). Well if my mom was able to speak English I would (use English) but if she can't (and her mother cannot speak English), then I'd speak Korean. I wouldn't speak English all the time at home."

Child 08: "English. Because I can't speak Korean very well."

Child 09: "English. It's easier to pronounce. My tongue, like ah, it's like tongue twisters (Korean)."

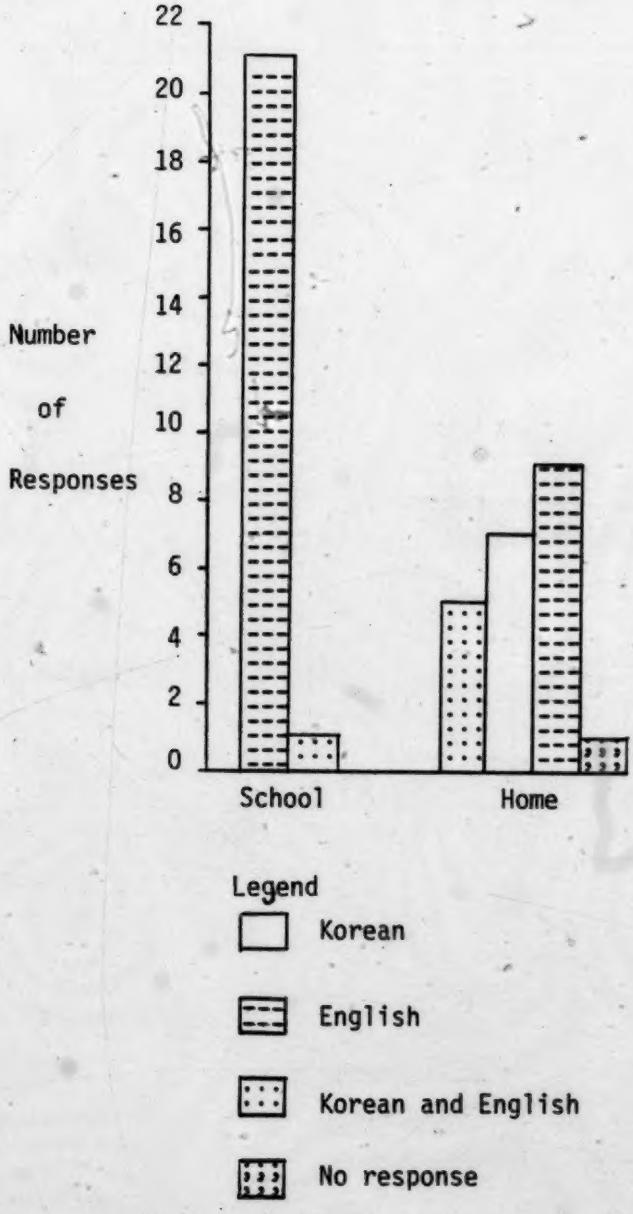
Child 11: "English. The children in here (school) speak English all the time, I get used to English better than Korean."

Child 21: "Korean. Because I wanna teach how to speak Korean. I wanna be a Korean girl."

The children wanted to use Korean in the home for two reasons. First, the

Figure 6

Language Preference of Children at Home and at School



parents and relatives did not speak English, as a result the children made an effort to speak Korean with their parents/relatives. Secondly, the parents encouraged the children to speak Korean for language and cultural maintenance. Those children who preferred to use English at home did so because they thought that they were accustomed to English or that their Korean was limited and they knew more English.

The reasons given by the children as to their language preference in the school are examined below. As mentioned earlier 21 out of 22 children would like to exclusively use English in the school.

Child 01:	"English. I'll be embarrassed to speak Korean in school, because everybody laughs when you speak a different language."
Child 03:	"English. I am used to it."
Child 04:	"English. Most of my friends are Canadian and I have to speak English to them."
Child 06:	"English is more easier in school instead of Korean."
Child 07:	"English. Because it (Korean words) sounds terrible."
Child 09:	"English. If I speak Korean sometimes I get my tongue twisted, and some of the words I can't read."
Child 12:	"Lots of English (and some Korean). Cause everybody speaks English here (school) and my mom and my dad, they want us to speak more Korean than English so when my grandmother comes then I would speak Korean better."

Some of the children used English as they were embarrassed to use Korean in school (perhaps because of peer pressure). Others said they were just used to speaking English, and yet others thought the Korean words sounded terrible.

There were mixed feelings regarding the reasons for English preference in the school.

The third question in this category asked the children if they would be happy to be bilinguals, that is, wanting to keep their Korean language while speaking English. Nineteen children said they would like to speak both English and Korean and that they would be happy to be bilinguals. Some of them were explicit in wanting to keep their mother tongue. Only two children were not sure whether they would like to keep their mother tongue and therefore become bilinguals. They said that they were so used to speaking English that they did not know if they would like to speak both languages (Korean and English).

Across Category Responses

Two of the children's responses across the five categories (Category 2 to 6) were examined. The responses of a six year old girl (child 21) who was born in Canada and a ten year old boy (child 04) who had lived in Canada for two years were used for the across category analysis. The purpose of the analysis was: (1) to compare responses at different age levels, and (2) to examine the consistency of responses.

Child 21 had a brother in kindergarten (the only sibling) and she communicated with him only in English at school and home because he did not understand Korean. She used both English and Korean with her parents, but she used more English than Korean because the parents wanted her and her brother to teach them English. She spoke Korean with her grandparents because "they don't know how to speak English". When she went to church she spoke only English to her friends. Her parents occasionally helped her with her oral Korean but she could not read or write Korean. She did not go to Korean school but next year she will go to Korean dancing classes. She preferred to use English in school but

Korean at home because she said she wanted to be a Korean girl. She tried to teach her brother some Korean at home but the brother did not seem to be interested. Asked if she would be happy to be a bilingual she said yes she would.

Child 04 had no Korean friends or siblings in the school and therefore spoke English all the time while in school, "Most of my friends are Canadian and I have to speak English to them". He would, however, be embarrassed to use Korean with Korean children in school. He had siblings that had not yet started school and he talked to them in both English and Korean. He said he used both languages with them because he did not want them to get embarrassed when they start school and they would if they did not know English. He used Korean with his parents all the time at home and in public places and he felt comfortable doing it. Howevr, his uncle had asked him to speak English at home because he said he wanted to learn English. He spoke Korean to his grandparents. He did not go to Korean school now but he will go there next year. His mom helped him with his Korean reading (he had two Korean books at home) and he could write Korean, but his oral Korean was not good now because he spent most of his time outside of the home where he used only English. He would prefer to use Korean at home and English in school as he wanted to be more proficient in his mother tongue and also wanted to learn and keep the "Canadian" language.

It appears that the two children's responses were honest and consistent across the categories. However, it seems that the difference in age did not affect the way the children responded to the interview.

A COMPARISON BETWEEN CHILDREN'S, PARENTS', AND RELATIVES' RESPONSES

The responses of parents, children, and adult relatives will be discussed in the two areas that cover the research questions regarding language use and feelings towards the use of the mother tongue in the home. It should be noted that the children's responses were more elaborated as a personal interview was conducted. Moreoever, probe questions in the personal interviews gave more information compared to questionnaires used with parents and relatives. It would have been interesting to find out if a relationship existed between parents' and children's responses for some of the questions. However, this could not be done as the response rate of the questionnaires was not sufficient.

Language Use

The majority of the children used mostly Korean with the parents at home; that is, they used an interchange of English and Korean but they used Korean more than English. In the same way, the parents used more Korean than English with the children at home. None of the children and none of the parents used English exclusively with each other. More parents used Korean with the children as compared to the children's use of Korean with the parents. All the children used Korean with their grandparents and all the grandparents used Korean with the children.

Reasons for the Use of English or Korean at Home

The children used their first language with the parents because the parents had encouraged them to do so or because the parents did not know English. The mother tongue was used with the grandparents because these grandparents did not know English. Both the grandparents and the parents used Korean with the children so as to maintain the mother tongue and Korean culture.

The children communicated with their parents in English at home either because the parents expressed desires to learn English from the children or the children were not fluent in Korean. The parents, on the other hand, communicated with their children in English because the children's oral Korean was not good.

Attempts at Learning, Teaching, and Maintaining Korean

The children were not formally taught Korean at home, they did not seem to like Korean schools, but they expressed the desire to be bilinguals. The parents made no efforts to formally teach their children Korean at home but they had a strong desire for their children to maintain the Korean language and culture.

Language Preference

The majority of the parents and all the grandparents would prefer to use Korean with the children, however, the majority of the children would prefer to use English at home.

The Attitude Towards the Use of Korean at Home

The children exhibited mixed feelings towards the use of their mother tongue with the parents at home. However, the children seemed to have a neutral attitude towards the use of Korean with their grandparents and a negative attitude towards the use of the mother tongue with the siblings. Both parents and grandparents showed definite positive attitude towards the use of Korean with the children.

CONCLUDING STATEMENT

Both children and adults communicated mostly in Korean with each other at home. The children used mainly English with their siblings and Korean friends in school and at home. Mixed feelings towards the use of Korean at home were noted for the children and favourable attitudes towards the use of the mother tongue with the children at home were evident with parents and grandparents.

CHAPTER 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS FOR FURTHER RESEARCH

SUMMARY

The data in the study indicated that the children used Korean primarily in the home environment. Outside the home, the children generally refused to communicate in their mother tongue with their siblings and Korean friends. The children seemed to identify their own culture as different from Canadian culture and the type of language that was used by the children in different settings reflected this distinction. The children thought it inappropriate to communicate in Korean with their siblings and other Korean children in the school but that it was proper to use Korean with parents and grandparents at home.

Although the parents used some English with their children, Korean was basically the language of communication. There were indicators that many parents would have preferred to use only Korean with their children. Furthermore, many parents expected their children to use Korean with them during parent-child language interaction. The data however, suggest that many parents lack the leisure time with their children as they spend long hours working in small businesses. The time factor may have contributed to the parents' feelings of their ineffectiveness to develop their children's first language.

It was encouraging to note that the study did not identify any incidents where the public school teachers gave advice to either the parents or the children as to the language that should be used at home. Cummins (1980 b) has argued that the use of minority language in the home is not detrimental to English acquisition.

Therefore, the schools in which the study was conducted are to be commended for not advising parents to use English at home.

CONCLUSION

The degree of exposure that the different minority family members have to the majority culture has a direct relationship to their proficiency in the majority language. The Korean grandparents in most cases kept house for the family and did not speak English. This lack of English proficiency among the grandparents seemed to have influenced the children to speak only Korean with them. On the other hand, the parents worked outside the home, with the majority owning small businesses. Although these parents could speak English, their proficiency in the language did not approach the native speaker level. Therefore, the children tended to communicate in both Korean and English to their parents (however, more Korean than English was used). The fact that grandparents had minimal proficiency in English was a motivation for the children to resort to Korean at home. However, there appears to be a deeper reason other than that of knowing the majority language that seemed to influence the children's use of either Korean or English at home. It seemed that the type of language used at home by the children was influenced by the degree of exposure to the majority culture of other family members. The children appeared to associate their grandparents with the home and not the majority culture. This could have influenced the children to feel comfortable in using only Korean with their grandparents. However, the children looked at their parents as playing an intermediary role between the home and the dominant society, hence the children's use of both English and Korean with the parents.

The children were the only family members that could speak English well and they also showed preferences to be integrated into the mainstream society. The children associated their siblings and other Korean friends with the majority culture and as such they seemed to think that it was not proper to speak Korean in places outside the home. Invariably, the children communicated with each other only in English in public places and primarily in English at home. The mainstream society seemed to have had some impact in the home. Therefore, perceived social interaction to the Canadian culture of different family members appears to explain the children's attitudes and usage of their mother tongue in the home and outside the home.

The children felt comfortable, secure, and confident in using Korean with their parents and grandparents particularly when there was some parental encouragement. Therefore, grandparents and parents seemed to play a vital role in the preservation of the mother tongue. This suggestion is supported by Cheung's study (1981) of Chinese ethnic groups in Canada which indicated that parents play an influential role in the retention of oral language of the minority ethnic groups. This study appeared to support Cheung's hypothesis that minority parents might overlook the effect they have in promoting the use of the mother tongue in the home.

It appeared that the Korean children would like to maintain their mother tongue as well as be proficient in English, therefore, the findings of this study have implications for Korean parents. The children, however, seemed to prefer different settings for the use of the two languages. They indicated their preference to be part of the dominant society and culture by refusing to speak Korean in school and in other public places. On the other hand, they were comfortable speaking Korean at home with selected members of the family. Thus, motivation for maintaining the mother tongue appeared to be family related. It follows, therefore, that the maintenance of the Korean language and the preservation of the Korean culture would be most effective if implemented by parents and other adult relatives.

The study has implications for ESL programming. A set of guidelines was recently issued by the Language Services Branch of Alberta Education for the administration and organization of ESL programs. The suggestions offered in the guidelines are representative of ESL guidelines throughout Canada and the United States.

According to the guidelines, the teachers should be acquainted with minority cultures and languages and have a respect for same. The goals for ESL programs are: (1) to maintain and develop a sense of self-worth and confidence in ESL students; (2) to prepare ESL students to study and work where Canadian English is the language of communication; and (3) to provide ESL students with an orientation to the cultural and social environment of the school while maintaining pride in their linguistic and cultural heritage (Alberta Education, 1982, p.12). Among the practical ideas that are imparted to teachers are the use of examples from ESL children's culture in teaching a concept. "Have the student bring objects from home that reflect their background and allow them to explain these objects to their classmates (preferably in small groups)" (Alberta Education, 1982, p.11). Teachers are further encouraged to focus on the minority-language children by setting up programs like international clubs and cultural nights. The findings of this study, however, imply that the Korean children desire to "melt into" the majority society and culture. The question then arises as to whether the teachers should deny these Korean children their desire for integration into the Canadian culture.

Current ESL philosophy again favors a non-integration policy. This philosophy advocates that the children's first language and culture are not to be supplanted but supplemented. The data of this study, however, suggest that Korean children prefer their language and culture to be private, confined to the sanctuary of their homes. They were in fact willing to be integrated into the cultural milieu of the majority society. Therefore, the ESL philosophy of supplementing the mother tongue and culture among the Korean children in schools in the manner set forth in the guidelines seems questionable.

With the exception of bilingual education programs and support programs, all other ESL programs (reception class, partial day classes, withdrawal program, and transitional classes) involve the withdrawal of ESL students from their regular classes for varying periods of time. The children in this study were not involved in the withdrawal programs and yet they felt that they were not part of the majority group in the school. It is, therefore, important to start re-examining some ESL program activities such as the cultural nights where the children and their parents are seen as different from the mainstream Canadian culture. Since there was a desire by the Korean children to associate themselves with the dominant society and to be an active part of it, such events as cultural nights are a constant reminder to the children that they are different.

RECOMMENDATIONS FOR FURTHER RESEARCH

As a result of the findings of this study, recommendations for further research are suggested. The children involved in the study were from elementary schools (grades one to six) and ranged in age from six to twelve years. A similar study conducted with high school students who have been in Canada since their early childhood would reveal whether or not similar language usage (between Korean and English) and attitudes are prevalent among the young adult population.

There appears to be a need to investigate the language usage and attitudes of other minority groups. Further researching in this area would help in designing ESL programs to suit individual needs of different ethnic groups.

Another study that would involve Korean children who have lived in Canada for a shorter period of time could be conducted to investigate if the length of stay in Canada is an important variable in determining the type of language/s used at home and in schools by the children. The attitudes towards the loss of the first language by adults from minority groups could also be surveyed to see if it has any bearing on the results of this study. Furthermore, it would be interesting to conduct a study that would explore the children's feelings towards immersion programs. Minority children's perception of their Canadian culture could also be surveyed. Finally, it would be worthwhile to investigate whether or not there is a point in time where the minority groups' linguistic and cultural heritage become relevant to the children.

CONCLUDING STATEMENT

The data from this study suggest that there is a need to re-examine the ESL philosophy and the multiculturalism policy for the Korean children. There is a tendency to set up special programs for minority-language children (for example, community schools for heritage languages) that accentuate the difference with mainstream society that these children might wish to bridge.

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APPENDIX A

QUESTIONNAIRE (KOREAN)

한국인 가정에서의 모국어 사용

항목 A1: 아버지나 어머니중 어느분이 답해 주시기 바랍니다.

1. 아동의 성명	2. 재학중인 학교명
3. 학교	4. 년령
5. 캐나다 체류 기간 ______년 ______개월	6. 면담에 응해 주시겠읍니까? 예 ______ 아니오 ______

항목 A2:

7. 귀 자제분은 (에드몬톤) 한글학교에 다니고 있읍니까?
예______ 아니오______

8. (에드몬톤) 한글학교에 보내고 있다면 그 이유를 말씀해 주시겠읍니까?
(혹은 한글학교에 보내고 있지 않다면 그 이유를 말씀해주시겠읍니까?)

9. 가정에서 귀 자제분에게 한글을 가르치고 있읍니까?
예 ______ 아니오 ______

10. 당신은 귀자제분이 다음 사항을 할수 있다는것을 중요하다고 생각하십니까?

a. 한글을 말할수 있다. 예____ 아니오 ____상관치 않는다____

b. 한글을 쓸수있다. (write) 예 ____아니오 ____상관치 않는다____

c. 한글을 읽을수 있다. 예____ 아니오 ____상관치 않는다____

항목 B1: 이 항목은 아버님께서 답해 주시기 바랍니다.

	언급된 활동사항을 이행하는지의 여부		만약 아래의 활동을 하고 계시다면, 그동안 주로 쓰이는 언어는 무엇입니까?			만약 아래의 활동을 하고 계시다면, 일주일에 몇번쯤 하십니까?			
자녀와 함께 하시는 활동 사항	예	아니오	한국어	영어	한국어와 영어의 혼용	매일	5~6일	3~4일	1~2일
예 저녁식사	✓		✓			✓			
점심식사		✓							
이야기 책을 읽어 준다									
이야기를 들려 준다									
(자녀에게) 노래를 불러준다									
쇼핑을 간다									
외식을 한다									
놀이를 한다(도미노 같은 게임)									
학업을 도와 준다									
저녁 식사를 한다									
아침 식사를 한다									
기타: (상세히 적어 주십시오)									

항목 B2: 이항목은 어머님께서 답해 주시면 고맙겠읍니다.

만약 어머님께서 영어를 잘 말씀하실 수 있다고 한다면, 귀 자녀와 영어로 말하겠읍니까 아니면 한국어로 말하겠읍니까?

영어　　　　한국어

만약 영어를 쓰시겠다면 그 이유를 말씀해 주시겠읍니까?

만약 한국어를 쓰시겠다면 그 이유를 말씀해 주시겠읍니까?

자녀와의 언어 사용에 관해서 친척이나 친구 또는 선생님에게서 어떤 충고의 이야기를 들은적이 있읍니까?

예　　　　아니오

만약 그런 충고를 받은적이 있다고 한다면, 자녀와 어느쪽 말을 사용하도록 충고 받았읍니까?

한국어　　　　영어

누가 충고를 해 주셨는지 말씀해 주시겠읍니까?

형제 자매 또는 친척들　　　　친구들　　　　선생님들

자녀와 함께 쓰고 싶은 언어를 말씀해 달라는 요청을 받으신다면, 어떤 언어를 권장하시겠읍니까?

한국어　　　　영어

자녀와는 어떤 언어를 가장 많이 사용하고 있읍니까?

영어　　　　한국어　　　　영어와 한국어의 혼용

당신은 B2

당신은 귀 자제분이 당신께 한국어로 말하기를 기대합니까?

예, 언제나____ 예, 이따금 ____ 아니오 ____

당신은 귀 자제분이 영어와 한국어를 모두 잘하기를 원하십니까?

예____ 아니오____ 상관치않는다____

설문지에 제가 묻지 않은 것을 제게 말씀해 주시고
싶은것이 있으신지요?

예____ 아니오 ____ 만약 있으시다면,

말씀해 주시겠읍니까?

설문에 협조해 주신데 대해 정말 감사드립니다.

항목 C1: 이 항목은 아버님께서 답해 주시기 바랍니다.

자녀와 함께 하시는 활동 사항	언급된 활동사항을 이행하는지의 여부		만약 아래의 활동을 하고 계시다면, 그동안 주로 쓰이는 언어는 무엇입니까?			만약 아래의 활동을 하고 계시다면, 일주일에 몇번쯤 하십니까?			
	예	아니오	한국어	영어	한국어와 영어의 혼용	매일	5~6일	3~4일	1~2일
예 저녁식사	✓		✓			✓			
점심식사		✓							
이야기 책을 읽어 준다									
이야기를 들려 준다									
(자녀에게) 노래를 불러준다									
쇼핑을 간다									
외식을 한다									
놀이를 한다 (도미노 같은 게임)									
학업을 도와 준다									
저녁 식사를 한다									
아침 식사를 한다									
기타: (상세히 적어 주십시오)									

항목 C.2 : 이 항목은 아버님께서 답해 주시면 고맙겠읍니다.

만약 아버님께서 영어를 잘 말씀하실수 있다고 한다면, 귀 자녀와 영어로 말 하겠읍니까 아니면 한국어로 말 하겠읍니까?

영어　　한국어

만약 영어를 쓰시겠다면, 그 이유를 말씀해 주시겠읍니까?

만약 한국어를 쓰시겠다면, 그 이유를 말씀해 주시겠읍니까?

자녀와의 언어 사용에 관해서 친척이나 친구 또는 선생님 에게서 어떤 충고의 이야기를 들었던 적이 있읍니까?

예　　아니오

만약 그런 충고를 받은 적이 있다고 한다면, 자녀와 어느쪽 말을 사용하도록 충고 받았읍니까?

한국어　　영어

누가 충고를 해 주셨는지 말씀해 주시겠읍니까?

형제 자매 또는 친척들　　친구들　　선생님들

자녀와 함께 쓰고 싶은 언어를 말씀해 달라는 요청을 받으신다면 어떤 언어를 권장 하시겠읍니까?

한국어　　영어

자녀와는 어떤 언어를 가장 많이 사용 하고 있읍니까?

영어　　한국어　　영어와 한국어의 혼용

당신은 C2

당신은 귀 자제분이 당신께 한국어로 말하기를 기대합니까?

예, 언제나____ 예, 이따금 ____ 아니오 ____

당신은 귀 자제분이 영어와 한국어를 모두 잘하기를 원하십니까?

예______ 아니오_____ 상관치않는다_____

설문지에 제가 묻지 않은 것을 제게 말씀해 주시고 싶은것이 있으신지요?

예_____ 아니오 _____ 만약 있으시다면,

말씀해 주시겠읍니까?

설문에 협조해 주신데 대해 정말 감사드립니다.

항목 D1: 이 항목은 학생의 친척분께서 답해 주시기 바랍니다.

	언급된 활동사항을 이행하는지의 여부		만약 아래의 활동을 하고 계시다면, 그동안 주로 쓰이는 언어는 무엇입니까?			만약 아래의 활동을 하고 계시다면, 일주일에 몇번쯤 하십니까?			
자녀와 함께 하시는 활동 사항	예	아니오	한국어	영어	한국어와 영어의 혼용	매일	5-6일	3-4일	1-2일
예 저녁식사	✓		✓			✓			
점심식사		✓							
이야기 책을 읽어 준다									
이야기를 들려 준다									
(자녀에게) 노래를 불러준다									
쇼핑을 간다									
외식을 한다									
놀이를 한다(도미노 같은 게임)									
학업을 도와 준다									
저녁 식사를 한다									
아침 식사를 한다									
기타: (상세히 적어 주십시오)									

항목 D2: 이항목은 학생의 친척분께서 말씀해 주시면 고맙겠읍니다
만약 친척분께서 영어를 잘 말씀하실수 있다고 한다면, 조사대상의 학생과 영어로 말하겠읍니까 아니면 한국어로 말하겠읍니까? 영어 한국어
만약 영어를 쓰시겠다면, 그 이유를 말씀해 주시겠읍니까?
만약 한국어를 쓰시겠다면, 그 이유는 말씀해 주시겠읍니까?
본학생과의 언어 사용에 관해서 본학생의 부모나 친구 또는 선생님께서 어떤 충고의 이야기를 들은적이 있읍니까? 예 아니오
만약 그런 충고를 받은 적이 있다고 한다면, 본 학생과 어느쪽 말을 사용 하도록 충고 받았읍니까? 한국어 영어
누가 충고를 해 주었는지 말씀해 주시겠읍니까? 학생의부모 친구들 선생님들
학생과 함께 쓰고 싶은 언어를 말씀해 달라는 요청을 받으신다면 어떤 언어를 권장 하시겠읍니까? 한국어 영어
학생과는 어떤 언어를 가장 많이 사용하고 있읍니까? 영어 한국어 영어와 한국어의 혼용

당신은 D2

당신은 귀 자제분이 당신께 한국어로 말하기를 기대합니까?

예, 언제나 ____ 예, 이따금 ____ 아니오 ____

당신은 귀 자제분이 영어와 한국어를 모두 말하기를 원하십니까?

예 ____ 아니오 ____ 상관치 않는다 ____

설문지에 제가 묻지 않은 것을 제게 말씀해 주시고
싶은것이 있으신지요?

예 ____ 아니오 ____ 만약 있으시다면,

말씀해 주시겠습니까?

설문에 협조해 주신데 대해 정말 감사드립니다.

APPENDIX B

QUESTIONNAIRE (ENGLISH)

APPENDIX B

QUESTIONNAIRE (ENGLISH)

MOTHER TONGUE USAGE IN THE KOREAN HOMES

SECTION A1: To be answered by either parent.

1. Name of child:	2. School attending:
3. Grade:	4. Age:
5. Length of stay in Canada: Years ____ Months ____	6. Would you be willing to be interviewed? Yes No

SECTION A2: To be answered by either parent.

7. Does your child attend the Korean Community School?

Yes ☐ No ☐

8. What are your reasons for sending or not sending your children to the Korean Community School?

9. Do you teach your children Korean at home?

Yes ☐ No ☐

10. Is it important to you for your children to be able to:

a. speak Korean? Yes ☐ No ☐ It doesn't matter ☐
b. write Korean? Yes ☐ No ☐ It doesn't matter ☐
c. read Korean? Yes ☐ No ☐ It doesn't matter ☐

SECTION B1: To be answered by mothers.

	12. Do you do the mentioned activities?		13. If you do the mentioned activities, what is the language mostly used during the activities?		14. If you do the mentioned activities, how often in a week is this done?			
11. Activities that you could do with the children	Yes	No	Korean	An interchange of Korean & English	Every day	5 to 6 days	3 to 4 days	1 to 2 days
Examples: Have supper								
Have lunch								
Read stories								
Tell stories								
Sing to the children								
Go shopping								
Go out for meals								
Play games (such as dominoes)								
Help with the school work								
Have supper								
Have breakfast								
Others: (Please specify)								

SECTION B2: To be answered by mothers.

15. If you could speak English well, would you use English or Korean with the children?

English ☐ Korean ☐

16. If you would use English, can you tell me the reasons for doing so?

17. If you would use Korean, can you tell me the reasons for doing so?

18. Have you ever received any advice from relatives, teachers, or friends as to the language that you should use with your children?

Yes ☐ No ☐

19. If you have received such advice, which language were you asked to use with your children?

English ☐ Korean ☐

20. Can you tell me who advised you?

Siblings/relatives ☐ Friends ☐ Teachers ☐

21. If you were asked to speak the language you like with the children, which language would you use?

Korean ☐ English ☐

22. What language do you mostly use with the children?

English ☐ Korean ☐ An interchange of English and Korean ☐

SECTION B2: To be answered by mothers.

23. Do you expect your children to speak to you in Korean?

Yes, all the time ☐ Yes, sometimes ☐ No ☐

24. Do you want your children to be fluent in both English and Korean?

Yes ☐ No ☐ It doesn't matter ☐

25. Is there anything else that you would like to tell me that I have not asked in the questionnaire?

Yes ☐ No ☐ If yes, please do so.

Thank you very much for your cooperation.

SECTION C1: To be answered by fathers.

26. Activities that you could do with the children	27. Do you do the mentioned activities?		28. If you do the mentioned activities, what is the language mostly used during the activities?		29. If you do the mentioned activities, how often in a week is this done?			
	Yes	No	Korean	An interchange of Korean & English	Every day	5 to 6 days	3 to 4 days	1 to 2 days
Examples: Have supper								
Have lunch								
Read stories								
Tell stories								
Sing to the children								
Go shopping								
Go out for meals								
Play games (such as dominoes)								
Help with the school work								
Have supper								
Have breakfast								
Others: (Please specify)								

SECTION C2: To be answered by fathers.
30. If you could speak English well, would you use English or Korean with the children? English ☐ Korean ☐
31. If you would use English, can you tell me the reasons for doing so?
32. If you would use Korean, can you tell me the reasons for doing so?
33. Have you ever received any advice from relatives, teachers, or friends as to the language that you should use with your children? Yes ☐ No ☐
34. If you have received such advice, which language were you asked to use with your children? English ☐ Korean ☐
35. Can you tell me who advised you? Siblings/relatives ☐ Friends ☐ Teachers ☐
36. If you were asked to speak the language you like with the children, which language would you use? Korean ☐ English ☐
37. What language do you mostly use with the children? English ☐ Korean ☐ An interchange of English and Korean ☐

SECTION C2: To be answered by fathers.

38. Do you expect your children to speak to you in Korean?

Yes, all the time ☐ Yes, sometimes ☐ No ☐

39. Do you want your children to be fluent in both English and Korean?

Yes ☐ No ☐ It doesn't matter ☐

40. Is there anything else that you would like to tell me that I have not asked in the questionnaire?

Yes ☐ No ☐ If yes, please do so.

Thank you very much for your cooperation.

SECTION D1: To be answered by adult relative.

	42. Do you do the mentioned activities?		43. If you do the mentioned activities, what is the language mostly used during the activities?		44. If you do the mentioned activities, how often in a week is this done?			
41. Activities that you could do with the children	**Yes**	**No**	**Korean**	**An interchange of Korean & English**	**Every day**	**5 to 6 days**	**3 to 4 days**	**1 to 2 days**
Examples: Have supper								
Have lunch								
Read stories								
Tell stories								
Sing to the children								
Go shopping								
Go out for meals								
Play games (such as dominoes)								
Help with the school work								
Have supper								
Have breakfast								
Others: (Please specify)								

SECTION D2: To be answered by adult relative.

45. If you could speak English well, would you use English or Korean with the children?

English ☐ Korean ☐

46. If you would use English, can you tell me the reasons for doing so?

47. If you would use Korean, can you tell me the reasons for doing so?

48. Have you ever received any advice from relatives, teachers, or friends as to the language that you should use with your children?

Yes ☐ No ☐

49. If you have received such advice, which language were you asked to use with your children?

English ☐ Korean ☐

50. Can you tell me who advised you?

Siblings/relatives ☐ Friends ☐ Teachers ☐

51. If you were asked to speak the language you like with the children, which language would you use?

Korean ☐ English ☐

52. What language do you mostly use with the children?

English ☐ Korean ☐ An interchange of English and Korean ☐

SECTION D2: To be answered by adult relative.

53. Do you expect your children to speak to you in Korean?

Yes, all the time ☐ Yes, sometimes ☐ No ☐

54. Do you want your children to be fluent in both English and Korean?

Yes ☐ No ☐ It doesn't matter ☐

55. Is there anything else that you would like to tell me that I have not asked in the questionnaire?

Yes ☐ No ☐ If yes, please do so.

Thank you very much for your cooperation.

APPENDIX C

INTERVIEW PROCEDURES

(PILOT STUDY AND MAIN STUDY)

APPENDIX C

INTERVIEW PROCEDURES FOR THE CHILDREN

Part 1: Demographic data

1. What's your name?
2. What grade are you in?
3. How old are you?
4. How long have you lived in Canada?

Part 2: Language used and the attitude towards the mother tongue with siblings and Korean friends in the school, home, and other places.

5. Do you have a brother or a sister in the school?
6. In what grade?
7. Do you have Korean friends in the school?
8. Do you have other brothers and/or sisters at home who don't attend this school?
9. Do you have Korean friends in the neighbourhood, or in the church that you go to, or in Korean school?
10. Do you speak Korean?
11. Do you know how good is your Korean?
12. What language do you use here in school when talking to your brother/sister or Korean friends?
13. Why do you use English/Korean with them?
14. What language do you use when talking to your brother/sister at home?
15. Why do you use English/Korean with them at home?
16. What language do you use with your Korean friends in the neighbourhood?

In the church? In Korean school?

17. Why do you use English/Korean with them?

Part 3: Language/s that the child uses with parents and other adults in the home and the reasons for doing so.

18. What language do you use when talking to your mom? Dad?

19. Why do you use English/Korean with them?

20. Do you have grandparents, uncles, or aunties living with you?

21. What language do you use with them?

22. Why do you use English/Korean with them?

Part 4: The child's learning of the mother tongue.

23. Do you go to the Korean school?

24. Why?

25. Do you like it?

26. Can you read and write Korean?

27. Are you happy that you can speak Korean?

Part 5: Language preference.

28. If you were asked to speak the language you like, what language would you use at home? At school?

Part 6: The type of home activities the child engages in with parents and adult relatives in the home.

29. Do your parents or other grown-ups in your home read to you?

30. Who tells you stories?

31. What kinds of songs do you sing at home and who sings to you or with you?

32. Who takes you shopping?

33. Do you ever eat out? Who takes you and where is your favorite place to eat?

34. Do your mom and dad play games with you? What do you play? Do grown-ups play with you?

35. When you eat at home, who eats with you?

APPENDIX D

PILOT QUESTIONNAIRE (KOREAN)

항목 A: 아버지나 어머니중 어느분이 답해 주시기 바랍니다.

아동의 성명:	현재 다니는 학교명:
학년	연령

카나다 체류 기간:

년 개월

귀 자제분은 에드몬톤 한글 학교에 다니고 있습니까?

예 아니오

귀 자제분과 함께 살고있는 형제 자매나 친척이 있으시면 자세히 말씀해 주세요.

만약 형제 자매가 있다고 한다면, 설문 대상의 아동보다 나이가 많습니까, 적습니까?

많습니다 적습니다

인터뷰에 응해 주실수 있읍니까?

예 아니오

항목 B1: 이 항목은 아버님께서 답해 주시기 바랍니다.

자녀와 함께 하시는 활동 사항	언급된 활동사항을 이행하는지의 여부		만약 아래의 활동을 하고 계시다면, 그동안 주로 쓰이는 언어는 무엇입니까?			만약 아래의 활동을 하고 계시다면, 일주일에 몇번쯤 하십니까?			
	예	아니오	한국어	영어	한국어와 영어의 혼용	매일	5~6일	3~4일	1~2일
예 저녁식사	✓		✓			✓			
점심식사		✓							
이야기 책을 읽어 준다									
이야기를 들려 준다									
(자녀에게) 노래를 불러준다									
쇼핑을 간다									
외식을 한다									
놀이를 한다(도미노 같은 게임)									
학업을 도와 준다									
저녁 식사를 한다									
아침 식사를 한다									
기타: (상세히 적어 주십시오)									

항목 B2: 이항목은 어머님께서 답해 주시면 고맙겠읍니다.

만약 어머님께서 영어를 잘 말씀하실 수 있다고 한다면, 귀 자녀와 영어로 말하겠읍니까 아니면 한국어로 말하겠읍니까?

영어 한국어

만약 영어를 쓰시겠다면 그 이유를 말씀해 주시겠읍니까?

만약 한국어를 쓰시겠다면 그 이유를 말씀해 주시겠읍니까?

자녀와의 언어 사용에 관해서 친척이나 친구 또는 선생님에게서 어떤 충고의 이야기를 들은적이 있읍니까?

예 아니오

만약 그런충고를 받은적이 있다고 한다면, 자녀와 어느쪽 말을 사용하도록 충고 받았읍니까?

한국어 영어

누가 충고를 해 주셨는지 말씀해 주시겠읍니까?

형제 자매 또는 친척들 친구들 선생님들

자녀와 함께 쓰고 싶은 언어를 말씀해 달라는 요청을 받으신다면, 어떤 언어를 권장하시겠읍니까?

한국어 영어

자녀와는 어떤 언어를 가장 많이 사용하고 있읍니까?

영어 한국어 영어와 한국어의 혼용

항목 C1: 이 항목은 아버님께서 답해 주시기 바랍니다.

	언급된 활동사항을 이행하는지의 여부		만약 아래의 활동을 하고 계시다면. 그동안 주로 쓰이는 언어는 무엇입니까?			만약 아래의 활동을 하고 계시다면, 일주일에 몇번쯤 하십니까?			
자녀와 함께 하시는 활동 사항	예	아니오	한국어	영어	한국어와 영어의 혼용	매일	5~6일	3~4일	1~2일
예 저녁식사	✓		✓			✓			
점심식사		✓							
이야기 책을 읽어 준다									
이야기를 들려 준다									
(자녀에게) 노래를 불러준다									
쇼핑을 간다									
외식을 한다									
놀이를 한다(도미노 같은 게임)									
학업을 도와 준다									
저녁 식사를 한다									
아침 식사를 한다									
기타: (상세히 적어 주십시오)									

항목 C2: 이 항목은 아버님께서 답해 주시면 고맙겠읍니다.

만약 아버님께서 영어를 잘 말씀하실수 있다고 한다면, 귀 자녀와 영어로 말 하겠읍니까 아니면 한국어로 말 하겠읍니까?

영어 한국어

만약 영어를 쓰시겠다면, 그 이유를 말씀해 주시겠읍니까?

만약 한국어를 쓰시겠다면, 그 이유를 말씀해 주시겠읍니까?

자녀와의 언어 사용에 관해서 친척이나 친구 또는 선생님에게서 어떤 충고의 이야기를 들었던 적이 있읍니까?

예 아니오

만약 그런 충고를 받은 적이 있다고 한다면, 자녀와 어느쪽 말을 사용하도록 충고 받았읍니까?

한국어 영어

누가 충고를 해 주셨는지 말씀해 주시겠읍니까?

형제 자매 또는 친척들 친구들 선생님들

자녀와 함께 쓰고 싶은 언어를 말씀해 달라는 요청을 받으신다면 어떤 언어를 권장 하시겠읍니까?

한국어 영어

자녀와는 어떤 언어를 가장 많이 사용 하고 있읍니까?

영어 한국어 영어와 한국어의 혼용

항목 D1: 이 항목은 학생의 친척분께서 답해 주시기 바랍니다.

자녀와 함께 하시는 활동 사항	언급된 활동사항을 이행하는지의 여부		만약 아래의 활동을 하고 계시다면, 그동안 주로 쓰이는 언어는 무엇입니까?			만약 아래의 활동을 하고 계시다면, 일주일에 몇번쯤 하십니까?			
	예	아니오	한국어	영어	한국어와 영어의 혼용	매일	5~6일	3~4일	1~2일
예 저녁식사	✓		✓			✓			
예 점심식사		✓							
이야기 책을 읽어 준다									
이야기를 들려 준다									
(자녀에게) 노래를 불러준다									
쇼핑을 간다									
외식을 한다									
놀이를 한다(도미노 같은 게임)									
학업을 도와 준다									
저녁 식사를 한다									
아침 식사를 한다									
기타: (상세히 적어 주십시오)									

항목 D2: 이항목은 학생의 친척분께서 말씀해 주시면 고맙겠읍니다

만약 친척분께서 영어를 잘 말씀하실수 있다고 한다면, 조사대상의 학생과 영어로 말하겠읍니까 아니면 한국어로 말하겠읍니까?

영어 한국어

만약 영어를 쓰시겠다면, 그 이유를 말씀해 주시겠읍니까?

만약 한국어를 쓰시겠다면, 그 이유는 말씀해 주시겠읍니까?

본학생과의 언어 사용에 관해서 본학생의 부모나 친구 또는 선생님께서 어떤 충고의 이야기를 들은적이 있읍니까?

예 아니오

만약 그런 충고를 받은 적이 있다고 한다면, 본 학생과 어느쪽 말을 사용 하도록 충고 받았읍니까?

한국어 영어

누가 충고를 해 주셨는지 말씀해 주시겠읍니까?

학생의부모 친구들 선생님들

학생과 함께 쓰고 싶은 언어를 말씀해 달라는 요청을 받으신다면 어떤 언어를 권장 하시겠읍니까?

한국어 영어

학생과는 어떤 언어를 가장 많이 사용하고 있읍니까?

영어 한국어 영어와 한국어의 혼용

APPENDIX E

PILOT QUESTIONNAIRE (ENGLISH)

APPENDIX E

PILOT QUESTIONNAIRE (ENGLISH)

Mother Tongue Usage in the Korean Homes

SECTION A: To be answered by either parent.

1. Name of child:	**2. School attending:**
3. Grade:	**4. Age:**

5. Length of stay in Canada: **Years ____ Months ____**

6. Does your child attend the Korean Community School?

Yes ☐ **No** ☐

7. Siblings and/or relatives living with the child:

If siblings, are they older or younger than the child?

Younger ☐ **Older** ☐

8. Would you be willing to be interviewed?

Yes ☐ **No** ☐

SECTION B1: To be answered by mothers.

	10. Do you do the mentioned activities?		11. If you do the mentioned activities, what is the language mostly used during the activities?		12. If you do the mentioned activities, how often in a week is this done?			
9. Activities that you could do with the children	Yes	No	Korean	An interchange of Korean & English	Every day	5 to 6 days	3 to 4 days	1 to 2 days
Examples: Have supper								
Have lunch								
Read stories								
Tell stories								
Sing to the children								
Go shopping								
Go out for meals								
Play games (such as dominoes)								
Help with the school work								
Have supper								
Have breakfast								
Others: (Please specify)								

SECTION B2: To be answered by mothers.

13. If you could speak English well, would you use English or Korean with the children?

English ☐ Korean ☐

14. If you would use English, can you tell me the reasons for doing so?

15. If you would use Korean, can you tell me the reasons for doing so?

16. Have you ever received any advice from relatives, teachers, or friends as to the language that you should use with your children?

Yes ☐ No ☐

17. If you have received such advice, which language were you asked to use with your children?

English ☐ Korean ☐

18. Can you tell me who advised you?

Siblings/relatives ☐ Friends ☐ Teachers ☐

19. If you were asked to speak the language you like with the children, which language would you use?

Korean ☐ English ☐

20. What language do you mostly use with the children?

English ☐ Korean ☐ An interchange of English and Korean ☐

SECTION C1: To be answered by fathers.

	22. Do you do the mentioned activities?		23. If you do the mentioned activities, what is the language mostly used during the activities?		24. If you do the mentioned activities, how often in a week is this done?			
21. Activities that you could do with the children	Yes	No	Korean	An interchange of Korean & English	Every day	5 to 6 days	3 to 4 days	1 to 2 days
Examples: Have supper								
Have lunch								
Read stories								
Tell stories								
Sing to the children								
Go shopping								
Go out for meals								
Play games (such as dominoes)								
Help with the school work								
Have supper								
Have breakfast								
Others: (Please specify)								

SECTION C2: To be answered by fathers.

25. If you could speak English well, would you use English or Korean with the children?

English ☐ Korean ☐

26. If you would use English, can you tell me the reasons for doing so?

27. If you would use Korean, can you tell me the reasons for doing so?

28. Have you ever received any advice from relatives, teachers, or friends as to the language that you should use with your children?

Yes ☐ No ☐

29. If you have received such advice, which language were you asked to use with your children?

English ☐ Korean ☐

30. Can you tell me who advised you?

Siblings/relatives ☐ Friends ☐ Teachers ☐

31. If you were asked to speak the language you like with the children, which language would you use?

Korean ☐ English ☐

32. What language do you mostly use with the children?

English ☐ Korean ☐ An interchange of English and Korean ☐

SECTION D1: To be answered by adult relative.

	34. Do you do the mentioned activities?		35. If you do the mentioned activities, what is the language mostly used during the activities?		36. If you do the mentioned activities, how often in a week is this done?			
33. Activities that you could do with the children	Yes	No	Korean	An interchange of Korean & English	Every day	5 to 6 days	3 to 4 days	1 to 2 days
Examples: Have supper								
Have lunch								
Read stories								
Tell stories								
Sing to the children								
Go shopping								
Go out for meals								
Play games (such as dominoes)								
Help with the school work								
Have supper								
Have breakfast								
Others: (Please specify)								

SECTION D2: To be answered by adult relative.

37. If you could speak English well, would you use English or Korean with the children?

English ☐ Korean ☐

38. If you would use English, can you tell me the reasons for doing so?

39. If you would use Korean, can you tell me the reasons for doing so?

40. Have you ever received any advice from relatives, teachers, or friends as to the language that you should use with your children?

Yes ☐ No ☐

41. If you have received such advice, which language were you asked to use with your children?

English ☐ Korean ☐

42. Can you tell me who advised you?

Siblings/relatives ☐ Friends ☐ Teachers ☐

43. If you were asked to speak the language you like with the children, which language would you use?

Korean ☐ English ☐

44. What language do you mostly use with the children?

English ☐ Korean ☐ An interchange of English and Korean ☐

APPENDIX F

CONSENT FORM (KOREAN)

동의서

저 ____________________ (학부모의 성함) 는
한국인 아동에 관한 Bishara T. Seif 의
연구를 위하여 ____________________ (학교명),
_____ 학년에 재학중인 저의 ____________________
(학생성명) 과의 인터뷰를 승인 합니다.

학부모 서명 ____________________

1983 년 3월 일

APPENDIX G

CONSENT FORM (ENGLISH)

APPENDIX G

Consent Form

I ________________________________ (name of parent/s) give my

consent to Mrs. Bishara T. Seif to interview my child ______________________

(child's name) who is in grade ____________ at ___________________________

(name of school) regarding her study with Korean children.

Signature of parent(s) ______________________________

Date ____________________________

APPENDIX H

COVERING LETTER (KOREAN)

1983. 2. 28

학부모님께!

저는 앨버타 대학교 사범대학에서 한국인 가정의 모국어 사용에 관한 연구를 하고 있는 대학원생 Bishara T. Seif 라는 사람입니다. 저의 연구는 가정과 학교에서 한국인 아동들의 언어 사용에 관한 정보를 얻는데 크게 도움이 될것입니다. 본 연구의 결과는 에드몬톤 공립학교 교육위원회에 현장 사항으로 참고 하게 될 것이므로 한국인 아동들이 현장 학교에서 학업을 성취하는데 도움이 될것을 확신 합니다.

저 자신 이중언어 사용자이고 또 세아이의 어머니이므로 자녀교육의 향상에 관해서는 학부모님과 같은 관심사를 가지고 있으며, 본 연구로 부터 우리 모두가 혜택을 받게 될것을 확신 합니다.

학부모님께서 주신 정보는 엄격한 비밀이 보장될 것이고, 언제 어느때에도 성함을 공개하지 않을것을 서약 합니다. 대규모 연구를 충당할 만한 자금이 없으므로, 에드몬톤에 거주하고 계시는 많은 한국인 가정을 대표하는 소수인 한국인 가족만을 대상으로 할것입니다.

이 연구에 기꺼히 참여해 주시는데 대해 진심으로 감사드립니다. 학교에서 귀 자제분과 면담 하는데 학부모님의 승인을 필요로 하오니, 동봉한 동의서와 또 설문지를 기입하셔서 1983. 3월 일 까지 교장 선생님께 제출해 주시면 고맙겠읍니다. 설문지에 답하시는데는 약 15분이 소요 될것 같읍니다. 만약 함께 거주 하시는 친척이 없으시다면 항목 D1과 D2는 공란으로 그냥 두십시요. 설문지와 동의서를 교장 선생님께 제출 하실수 있도록 반송용 봉투를 동봉 합니다.

한국인 아동의 학업 향상에 관한 연구를 지원해 주시는데 대해 정말 감사 드립니다. 만약 질문사항 이나 건의 사항이 있으시다면 저에게 직접 연락해 주시면 고맙겠습니다. 저의집 전화 번호는 439-1379 이며 오후 4시 이후면 언제나 통화가 될 것입니다.

귀댁에 행복과 번영이 가득하길 비옵니다. 감사 합니다.

Bishara T. Seif 올림

APPENDIX I

COVERING LETTER (ENGLISH)

APPENDIX I

COVERING LETTER (ENGLISH)

Dear Parent(s),

I am a graduate student in the Department of Elementary Education at the University of Alberta doing research on the use of the mother tongue in the homes of Korean families. The study will help me gather information regarding Korean children's use of their language in the home and in the school. The findings of the study will help Korean children in their academic endeavours in school as the recommendations of the findings will eventually be made to the Edmonton Public School Board.

Being a bilingual myself and with three children I share the concerns of parents for the advancement of their children's education and we can all benefit from this study.

I do give you my strictest assurance that the information I receive from you will be strictly confidential, and at no point in time, will any names be mentioned. Since I don't have enough funds to cover a large-scale study I will work with only a few Korean families to represent the larger Korean population in Edmonton.

I would appreciate it very much if you would be willing to participate in this study. I will need your consent to interview your child/children in the school. Attached is a consent form and a questionnaire that you could fill out and return to the Principal of the school where your child is attending by 28 March, 1983. The filling out of the questionnaire will take you only about 15 minutes. If you do not have any relatives living with you, please ignore forms D1 and D2. Enclosed is an addressed envelope for the return of the questionnaire and the consent form to the Principal.

Thank you very much for cooperating with me to advance Korean children's search for academic progress. If you have any questions or concerns, please contact me, and my phone number is 439-1379 (after 4:00 p.m.) and I would be very glad to talk to you.

Yours very truly,

Bishara T. Seif

APPENDIX J

VARIABLES AND CATEGORIES USED IN QUESTIONNAIRE RESPONSES

APPENDIX J

VARIABLES AND CATEGORIES USED IN QUESTIONNAIRE RESPONSES

Category 1: Demographic Data

1. Child's identification number
2. Age of child
3. School grade
4. Length of stay in Canada

Category 2: Language Use

5. Language used most often with the children by mothers,
6. by fathers, and
7. by the adult relative.

Category 3: Language Preference

8. What language/s would be used with the children if the mother could speak English well,
9. the father could speak English well, and
10. the relative could speak English well.
11. The reasons for the use of that language/s by the mother,
12. by the father, and
13. by the adult relative.
14. What language/s would the mother like to use with the children?
15. What language/s would the father like to use with the children?
16. What language/s would the relative like to use with the children?

Category 4: Language Advised to Use With the Children

17. Was advice given to the mother?
18. Was advice given to the father?

19. Was advice given to the relative?

20. Who gave the advice to the mother, if any advice was given?

21. Who gave the advice to the father, if any advice was given?

22. Who gave advice to the relative, if any advice was given?

23. What language was the mother advised to use?

24. What language was the father advised to use?

25. What language was the relative advised to use?

Category 5: Language/s that the Children are Expected to Use With Parents/relatives

26. Does the mother expect the children to talk to her in Korean?

27. Does the father expect the children to talk to him in Korean?

28. Do the relatives expect the children to talk to them in Korean?

Category 6: Parental Attempts at Teaching and Maintaining Korean

29. Do the parents send their children to Korean school?

30. Reasons for sending or not sending the children to Korean school.

31. Do parents teach the children Korean at home?

32. Is it important to the parents for the children to be able to: speak Korean?

33. Write Korean?

34. Read Korean?

35. Does the mother wish the children to maintain Korean and thus become bilingual?

36. Does the father wish the children to maintain Korean and thus become bilingual?

37. Do the relatives wish the children to maintain Korean and thus become bilingual?

APPENDIX K

VARIABLES USED TO TRANSCRIBE CHILDREN'S INTERVIEWS

APPENDIX K

VARIABLES USED TO TRANSCRIBE CHILDREN'S INTERVIEWS

Category 1: Demographic Data

1. Age
2. School grade
3. Length of stay in Canada
4. Sex

Category 2: Language Use

5. Language used at home with siblings and Korean friends
6. Language at home with the mother
7. Language at home with the father
8. Language at home with other adults
9. Language in school with peers and siblings
10. Language at other public places (church and shopping centres) with siblings, friends, and parents.

Category 3: Reasons for the Type of Language Uses

11. Reasons for the use of Korean/English at school
12. Reasons for the use of Korean/English at home with sibling and Korean peers
13. Reasons for the use of Korean/English at home with the mother
14. Reasons for the use of Korean/English at home with the father
15. Reasons for the use of Korean/English at home with other adults
16. Reasons for the use of Korean/English at public places (church and shopping centres with parents, siblings, and Korean friends

Category 4: Korean Language Proficiency

17. Korean language - oral

18. Korean language - reading

19. Korean language - writing

Category 5: Attempts to Learn the Mother Tongue

20. Korean school attendance

21. Attitude towards Korean school

22. Reasons for attending/not attending Korean school

23. Parental teaching of Korean at home

Category 6: Language Preference

24. Attitude towards being a bilingual

25. Language preference at home

26. Language preference at school

27. Reasons for English at home and at school

28. Reasons for Korean at home